

Spring 2009

Dear Students and Parents:

The Quabbin Regional High School *Academic Guide* offers a wealth of information about academic programs and services for students and parents. The material offered in this publication has been presented to assist you in planning for your high school years and your future after graduation. There have been some deletions, some revisions, and some additions to this guide. Please review your options carefully to be sure you design the most appropriate educational plan.

The curriculum offered by Quabbin Regional High School reflects the vision and mission of the District; that all students can become lifelong learners, mastering intellectual skills in an atmosphere of caring and respect.

The course offerings in each department follow the Massachusetts Curriculum Frameworks. All subject areas stress the importance of inquiry, active student involvement, and application of knowledge in real life contexts. Classes are designed to prepare students for success both in high school and beyond.

Please read the *Academic Guide* carefully and plan your high school program thoughtfully. Try to select the courses that will provide the most challenging and meaningful academic experience possible. Your high school choices will impact significantly the opportunities that lie ahead of you. Please take advantage of the advice of teachers and guidance counselors in your decision-making.

On behalf on the staff, faculty and administration of Quabbin Regional High School, I wish you great personal and academic success in the coming year.

Yours truly,



Marilyn J. Tencza
Principal

The Quabbin Regional School District

Accreditation Statement

Quabbin Regional High School is accredited by the New England Association of Schools and Colleges, Inc., (NEASC) a non-governmental, nationally recognized organization, whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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

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

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Using This Guide

This is your guide to academic opportunities while at Quabbin Regional High School. With your parent or guardian, review these opportunities, discuss ideas and options, and then make a draft of your academic plans. As an upperclassman, review what you've accomplished and continue the plan – or revise it. Consider the co-curricular activities as they meld with your courses and your interests. Give thought to a career you might want to pursue and review how the courses you select best implement your goals.

Course Selection Procedure

Quabbin provides a limited time for the course selection process. Within this timeframe:

- Read this booklet
- Review the courses offered
- Review the courses required for your grade level
- Review choices for Quabbin Regional High School graduation requirements
- Review choices for college admission criteria
- Select the most appropriate phase of course
- Select the electives that complete your schedule and meet your goals
- Ask help from guidance counselor or teacher when necessary
- Once certain of choices, complete the course selection form provided
- List the courses in order of importance: this will be used as a scheduling guide
- Choose 2 alternate courses for each elective course you choose, and list them in order of importance. You will be scheduled into an alternate course if one of your course selections is not available.
- Sign the form and have your parent/guardian sign the form too
- Submit the form to the guidance office for final review and scheduling

Scheduling Advisory

A course may be cancelled because of a lack of enrollment or available teaching personnel for a particular course. **Therefore it is imperative you choose your first choice and alternate courses wisely and list them in order of importance.** If for any reason a first choice course is unavailable, students will be assigned to a second or third choice whenever possible.

Summer School Credit

On-line summer school courses must be complete and grades submitted two weeks prior to the start of the semester. No credit will be given for make-up courses after this date. If the guidance office does not have grades for summer school courses students will be scheduled to retake any graduation requirement at Quabbin in the 2009-2010 school year.

Student Schedule Changes

Deadline for all schedule changes: two weeks after the start of the semester.

Given that students spend a significant amount of time with their parents and guidance counselors selecting their courses each year, there should be a very minimal need for schedule changes once the scheduling

process (which lasts from February to early August) is complete and the school year begins. Therefore schedule changes will be allowed during the school year **ONLY** under the following conditions:

- **A student has a scheduling conflict**: two courses meeting at the same time or Part II of a class is scheduled before Part I. This requires the counselor's signature.
- **A teacher-initiated schedule change**: a teacher who feels the student will have difficulty in his or her class may request the student's schedule be changed AFTER discussing it with the student. The teacher must contact parent/guardian to discuss the change before the change is initiated. The teacher must personally discuss the proposed change with the counselor before such a change will be considered. This schedule change requires the signatures of the student, guidance counselor, parent, teacher, department head, and administrator.
- **A parent-requested schedule change**: a parent may request that their child's schedule be changed by contacting the child's guidance counselor. The request must be made solely for academic reasons. This schedule change requires the signatures of the student, guidance counselor, parent, receiving class department head, and administrator.
- **A student-requested change**: In very rare instances, and for a very serious reason, a student may request a change in his or her schedule from one course to another. In all cases, such a change must be discussed with and approved by the guidance counselor. This requires the signatures of the student, parent, teacher, department head, guidance counselor and administrator.

Note: a student must remain in the assigned classes until a schedule change form with all the required signatures is returned to the Guidance Office. The schedule change will be in effect only when all the teachers and the student are officially notified by distribution of the schedule change.

Four-Year Course Planning Guide

Review the academic opportunities in the booklet and select courses that meet your interests, abilities, and needs. Keep in mind that each grade level has course requirements and certain courses have prerequisites but there are many elective opportunities. Also refer to the **high school graduation requirements** and if applicable, **the college admissions requirements**. Course descriptions will help you with your selections.

Three years of the same World Language is strongly recommended.

The Block Schedule: Each year has 2 semesters. Each semester has 4 blocks. Course credit is valued at 5.0 or 2.5. Each student should schedule four 5-credit courses per semester. Note: two 2.5 credit courses are the equivalent of one 5-credit course. Students should carry 40 credits or 8 courses per year.

(Required courses are shown in bold type.)

Grade 9		Block	Courses	Credit Value	Total Credits
	This is just a sample of the way an academic year would look. The courses will not appear in this order.	1	English 9	5	5
		2	Algebra I	5	10
		3	Algebra I	5	15
		4	Introduction to Physical Science or Biology	5	20
		5	Physical Education 1/Health 1	2.5/2.5	25
		6	World History	5	30
		7	Elective:		
		8	Elective:		
Grade 10		Block	Courses	Credit Value	Total Credits
		1	English 10	5	
		2	Geometry	5	
		3	Biology or Introduction to Physical Science	5	
		4	Physical Education 2/Health 2	2.5/2.5	
		5	US History I	5	
		6	Elective:		
		7	Elective:		
		8	Elective:		
Grade 11		Block	Courses	Credit Value	Total Credits
	If you are planning to go to college 2 years of World Language is required	1	American Literature	5	
		2	Math elective	5	
		4	US History II	5	
		5	Science	5	
		6	Elective:		
		7	Elective:		
		8	Elective:		
Grade 12		Block	Courses	Credit Value	Total Credits
	Have you taken a course in the Arts yet?	1	Literature based English course	5	
		2	Math Elective	5	
		3	Science	5	
		4	Social Studies: Global Perspectives	5	
		5	Elective:		
		6	Elective:		
		7	Elective:		
		8	Elective:		

Add the total credits to keep track of credit accumulation, with the goal of 140 credits to graduate

Preparing for Your Future

The Quabbin Regional School District believes all students are lifelong learners and intends to prepare them to become responsible citizens, good neighbors and independent adults.

High School Promotion Requirements

The successful student will have earned the following number of credits to be advanced to the next grade:

Freshmen enter with successful completion of 8th grade, then must earn:

- 35 credits and passing grades in English 9 and both parts of Algebra I to become a sophomore
- 70 credits to become a junior
- 105 credits to become a senior
- 140 credits to graduate

A student should carry a minimum of 40 credits or 8 courses in his or her freshman, sophomore and junior years.

Seniors must have earned 140 credits, met all Quabbin graduation requirements and earned passing scores on all required MCAS tests in order to graduate.

Graduation Requirements:

Course	Blocks required	Grade-Level requirements	Credits
<i>English:</i> English 9 English 10 Literature Elective Literature Elective	4	9 10 11 12	5 5 5 5
<i>Mathematics:</i> Grade 9 (2 blocks of same class) Geometry Algebra II Elective	5	9 10 10/11 12	10 5 5 5
<i>Physical Education/Health:</i> Physical Education Health	2#	9/10/11/12 9/10/11/12	2.5/2.5 2.5/2.5
<i>Science/Technology:</i> IPS Biology Chemistry Elective	4	9/10 9/10 11 12	5 5 5 5
<i>Social Studies:</i> World History U.S. History I U.S. History II Global Perspectives	4	9 10 11 12	5 5 5 5
The Arts: Choose one of: Art Music Creative Writing/Contemporary Fiction Communications in Mass Media I, II or III Introduction to Technology and Engineering Web Page Design I or II Advanced Technical Drawing	1	May take anytime throughout high school as long as earned before graduation.	5

Students must take Health in Grades 9 and 10. **They must pass both of these courses.**

For all students:

Five blocks of mathematics required, including two blocks of math in 9th grade, one block of Geometry, and two electives. If MCAS score of 240 has not been achieved, elective course must meet provisions of each student's Educational Proficiency Plan (EPP).

Courses that can be counted as electives in required areas:

Mathematics:	Introduction to Computer Programming
Science/Technology:	Introduction to Technology and Engineering Three blocks of NJROTC Robotics

MCAS Competency Determination Requirements:

Beginning with the class of 2010:

- Students will be required to earn a scaled score of at least 220 on one of the high school MCAS tests in Biology, Chemistry, Introductory Physics, or Technology/Engineering.
- Students will be required to meet or exceed a scaled score of 240 on both the Grade 10 English language arts and mathematics MCAS exams; **or**
- Students will be required to meet or exceed a scaled score of 220 on both the Grade 10 English language arts and mathematics MCAS exams and fulfill the requirements of an Educational Proficiency Plan (EPP); the EPP shall be developed for the subject matter area(s) in which students did not meet or exceed a scaled score of 240.

Preparing for Post-Secondary Education

If you are planning on attending either a two-year or four-year college after high school, as a freshman you should get an idea of what colleges or technical schools require for entrance. It is important that you make wise choices now so as not to limit your opportunities later in your educational career. By the time you are a senior, it may be too late to get a higher level of math or a third year of a language. Quabbin Regional High School refers to the Board of Higher Education's Admissions Standards for college preparatory coursework. College-bound students should plan to meet the following standards, as a minimum, during your high school experience:

Board of Education Admissions Standards	
College Preparatory Coursework	
English Required Units: 4	Four years college preparatory English
Mathematics Required Units: 3	Three years of mathematics, including Algebra I & II, Geometry, Trigonometry or comparable work.
Science Required Units: 3	Three years of college preparatory science, including two courses with laboratory work.
Social Studies Required Units: 2	Two years minimum, including U.S. History
World Languages Required Units: 2	Two years minimum of one language; three years of one language is recommended; to be fluent you need at least four years
Electives Required Units: 2	Choose two from specific groups: English, mathematics, sciences, social studies, world languages, the arts and humanities or computer science.
Total Units: 16	

Many schools have different entrance requirements based on the course of study and type of institution. The Massachusetts Board of Higher Education provides this information:

- Unit requirements are courses that high school students must complete to be eligible for admission consideration.
- All units counted to meet these requirements **MUST** be college preparatory courses.
- Meeting the Admissions Standards Policy requirements does **NOT** guarantee admission.

It is imperative that post-secondary education applicants know and follow the admission requirements of the institution in which they are interested. Some technical schools, colleges, and universities require additional and/or specific units for special programs such as engineering, the medical

field, occupational therapy, physics, mathematics, computer information science, and business management.

As entrance requirements vary, students planning to apply to highly selective colleges should consider the Board of Education above-mentioned standards for four-year degree-granting colleges and universities as a minimum. Consult the admissions officers, review college catalogues or visit the Web for details.

NOTE: These standards are to be used only as a guideline. Review the specific admissions requirements of the post-secondary schools in which you are interested.

Role of the SAT & ACT Results:

The Scholastic Aptitude Tests (SAT) and American College Testing (ACT)

These tests are a significant factor in the college admission process, in addition to high school courses, grades and recommendations. The test scores are used to judge a student's acceptance or to make scholarship awards.

The SAT Reasoning Test measures your knowledge of mathematics, English and writing skills. The SAT Subject Tests measure your knowledge of specific subjects. Not all colleges or universities require SAT Subject Tests; therefore you should determine the requirements of the schools in which you are interested. To help with test preparation, Quabbin may host the Kaplan SAT preparation course and offers an elective in SAT preparation. You may visit the College Board website at www.collegeboard.com for more information about SAT testing.

The ACT measures your knowledge of science, mathematics, reading and English and has an optional writing section. We recommend students who choose to take the ACT, take this section as well. More information about the ACT test is available at www.actstudent.org.

Alternative Learning Programs

The Alternative Learning Programs, or ALP, allow students to pursue learning in a work or service context or to study at a more advanced level.

These programs offer qualified students an opportunity to pursue an educational experience outside the parameters of a traditional school program. Students may design their own program with approval of their guidance counselor and administrator, pursuing creative academic proposals or integrating work or life experience for academic credit. Each student involved in an approved alternative program shall have a contract that includes details and objectives of the program, and any other details necessary to create common understanding among all parties involved.

Preparing for Work

Most often the best method to obtain employment is from experience. The Quabbin Regional School District supports after-school or summer jobs and posts employment opportunities in the Guidance Office. Work experience often leads to career interests and can provide a student with direction.

Internship

This program is an occupational internship that provides students with a "hands-on" work experience. Students are encouraged to locate a site related to their career interests. Students who participate in this program have an opportunity to develop job skills and sound work attitudes which may lead to future employment. Educational and professional as well as occupational experiences are the responsibility of the student. The guidelines for the internship program are:

1. Only seniors who have successfully fulfilled all the requirements for graduation will be eligible for this program. Exceptions to this requirement must receive administrative approval.
2. All students wishing to participate in the program must complete an application by the required date each fall. Applications are available in the Guidance Office.
3. Students may not receive any monetary compensation for work completed during internship hours.
4. Students will be expected to maintain a 90% attendance rate as a minimum standard. The workday is defined as six (6) hours a day for a 5-day week for one semester for 20 credits. For students participating in internships earning less than 20 credits, work hours will be adjusted accordingly.
5. Both the Job Supervisor and the student must complete the prescribed mid-semester and final evaluations. The Program Coordinator will work with each participating student to facilitate the completion of these evaluations and the assigning of the final grade.

Upon successful completion of the program the student will earn up to 20 credits.

Vocational Education

The Quabbin Regional School District belongs to the Pathfinder and Montachusett Regional Vocational Tech school systems. Students wishing to prepare for a technical vocation during their high school years may choose to attend the school in their geographic area. Entering the school as a freshman is preferred; however, transferring later in high school may be possible. Discuss your vocational school options with your guidance counselor.

Choosing the Courses and the Level Right for You

Quabbin Regional High School offers a wide range of courses in a variety of departments to help you meet the graduation requirements and prepare for post-secondary education. Most courses are offered at a level to best challenge your academic skills and ability.

How to Choose

We suggest you always choose the best-suited course for you but advise that you give yourself a challenge, noting that phased courses are college preparatory. Each course description indicates the phases offered, the appropriate grade level and prerequisites.

Guidelines:

- | | |
|-------------------|--|
| Unphased | <ul style="list-style-type: none"> • Courses appropriate for all level of students • Unphased courses are not considered to be college preparatory |
| Phase 3 | <p>Students are expected to:</p> <ul style="list-style-type: none"> • have strong study skills. • work at a moderate pace with challenging course content. • take personal responsibility for attendance and work requirements. |
| Phase 4 | <p>Students are expected to:</p> <ul style="list-style-type: none"> • have excellent academic skills and well-developed study habits. • be motivated to undertake challenging and stimulating work while studying the subject in depth. • work independently. • take personal responsibility for attendance and work requirements. |
| Phase 5
Honors | <p>Students are expected to:</p> |

- have a grade a of 90 or better if moving from a phase 4 to honors level class and/or teacher recommendation.
- have a grade of 85 or better in an honors class in order to continue at the honors level and/or teacher recommendation.
- be motivated to read, understand, and interpret highly challenging information at an accelerated pace.
- have strong study skills.
- work independently.
- take personal responsibility for attendance and work requirements
- employ rigorous work habits.

Advanced Placement

Students are expected to:

- have a grade a of 90 in an honors level class and/or teacher recommendation
- have the ability to read, understand and interpret college-level information.
- have the ability to operate at a freshman college level while maintaining success in other subjects
- employ thoughtful analysis and attention to detail leading to synthesis of ideas and incorporation of prior learning.
- employ exemplary work habits and time management skills.
- take personal responsibility for attendance and work requirements.
- have the ability to complete summer assignments.

Students are required to take the AP exams in May.

Fee is due on or before first class meets.

Honors Research Project

Students who want to research a subject area unrelated to an existing course, but which would be academically significant and challenging, may undertake an Honors Research Project. Academic credit on the honors level is earned for such an endeavor. Please refer to the course description for specific information about this opportunity.

Honors Senior Project

Students who want to explore a subject area that would be academically significant and challenging, may undertake Senior Project. A rubric will be developed for each product created. Academic credit on the honors level is earned for such an endeavor. Please refer to the course description for specific information about this opportunity.

Academic Evaluation

The Grading Procedure

Your course work is graded quarterly: November, January, April and June (May for seniors), indicating your understanding of the subject, performance on tests, preparation and completion of outside assignments, and contribution in the class. We use a letter-grading system for most courses, with the grade carrying weight (see GPA chart on page 13), Pass/Fail or an I for Incomplete.

I – Incomplete Grade:

If a student cannot be issued a final letter grade at the end of a marking period for an important reason, such as suspension or an illness, the teacher may issue an Incomplete, after receiving authorization from administration. The policy for issuing an Incomplete is:

1. Each department shall be responsible for developing a departmental policy relative to late/overdue work, which shall provide for the unique needs of each department, as well as provide for a consistent method of student make-up.
2. The departmental policy relative to make-up work shall be reduced to writing and shall be included on teacher expectation sheets, which shall be given to students and explained at the beginning of each course.
3. If students have work due on the last day of the quarter, and if the principal does not authorize the Incomplete, a grade of zero (0) will be given for every item of work due. These will be averaged with other grades and the final average will be given for the quarter.
4. Should it be necessary to issue an Incomplete due to circumstances that resulted in insufficient time or inability to invoke the departmental make-up procedure, teachers shall comply with the school-wide Incomplete procedure. That is:
 - a. Authorization to give a student an I must be first obtained from the appropriate administrator.
 - b. When issuing an I, the teacher will issue the student a prescription of the work to be completed, no later than the last day the grade is due. The prescribed work will be due ten school days from the date the grade is submitted.
 - c. If the work as outlined in the Incomplete Prescription Form is not completed by the due date, a grade of zero (0) will be issued to each item not completed. These will be averaged with the other work for the quarter and becomes the student's final grade. It is the student's responsibility to ensure that all work is completed by the required date.

An incomplete grade prohibits a student from being listed on the Honor Roll and participating on athletic teams and/or clubs and organizations.

Your Mid-Semester Progress

During the middle of a quarter, teachers prepare progress reports for all students. The progress reports of students with grades of D or F will indicate "Academic Failure Warning".

Should a student's progress deteriorate to a D or F post-mid-semester, the teacher will issue an Academic Failure Warning.

Failing a Course

Students who fail a class during the school year have the option of making up this course in an approved program. Note: if a required course is failed, it must be made up before a graduation diploma is issued.

A course failed with a grade lower than a fifty at Quabbin Regional High School must be made up by successfully completing the equivalent of five credits or one Carnegie Unit. For a course failed with a grade above fifty, the equivalent of 2.5 credits or .5 Carnegie Unit must be successfully completed. The amount of credit per course varies by program; thus it is critical that the student meet with his/her guidance counselor for specific course information and pre-approval prior to registration for the course. Failure to get pre-approval may result in Quabbin Regional High School not granting credit for the course.

Grades for courses earned in these programs will be placed on the transcript but will not contribute to calculation of GPA. PLEASE NOTE: Students and their parents are financially responsible for transportation as well as any fees incurred for make-up courses taken. **On-line summer school courses must be complete and grades submitted two weeks prior to the start of each semester.**

Seniors Not Meeting Graduation Requirements

Students who have not met all requirements for graduation, or to receive a diploma, will be excluded from the graduation ceremony. If a student completes the requirements after graduation, the student will receive the diploma upon verification of completion of all requirements.

Earning the Honor Roll at Quabbin Regional High School

Honor Rolls are published after each marking period to recognize students who have demonstrated high academic achievement. All courses taken count toward honor roll recognition according to the following standards:

High Honors – Student must be enrolled in at least three courses and receive all A's

Honors – Student must be enrolled in at least three courses and receive all A's and B's

What Your Grades Mean to Your Future

Your final semester grades are a permanent snapshot of your work and effort in high school, and appear on your transcripts. Employers, the military, post-secondary academic institutions, and scholarship committees often require your transcripts as an indicator tool. They can gauge the type of worker you are, and see your effort, your commitment or your level of motivation.

Choose wisely: Your choice affects your GPA

Keep in mind that the level of courses you choose and the grade you earn affect your GPA (Grade Point Average), a critical item for college admissions and for scholarship awards. The higher phased courses carry more weight and contribute to higher class standings. Unphased courses are not weighted and have no bearing on the GPA.

The weighting according to earned grades:

Letter Grade	Numerical Equivalent	AP/Honors Phase 5	Phase 4	Phase 3
A+	98-100	5.0	4.5	4.0
A	93 - 97	4.7	4.2	3.7
A-	90 - 92	4.5	4.0	3.5
B+	87 - 89	4.3	3.8	3.3
B	83 - 86	4.0	3.5	3.0
B-	80 - 82	3.7	3.2	2.7
C+	77 - 79	3.4	2.9	2.4
C	73 - 76	3.0	2.5	2.0
C-	70 - 72	2.7	2.2	1.7
D+	67 - 69	2.4	1.9	1.4
D	63 - 66	2.0	1.5	1.0
D-	60 - 62	1.7	1.2	0.7
F	0 - 59	0	0	0

The GPA is calculated at the end of every semester using the following method:

$$\frac{\text{Sum of weighted value of final letter grade of all phased courses}}{\text{Total number of weighted courses completed}}$$

We're Here to Help and Guide

At the beginning of each course, teachers will distribute a Course Expectation Sheet describing the course expectations, general course objectives and grading procedures. Many teachers refer to this as a contract and ask for the student's and possibly the parent's signature, indicating the student understands and agrees to the requirements. Students will be informed of the specific times that teachers will be available to provide extra help. As funding allows, the school system may provide late buses once a week to accommodate students who stay after school for extra help or tutorial assistance. When work is requested for students who are suspended or absent for extended periods of time, teachers will provide the required information.

The Quabbin Regional High School Guidance Program assists students in grades 9 – 12 with academic development, career development, and personal/social development. At this level, students

become aware of the world of work by surveying careers, post-secondary education and the military. Information on decision making while in high school and as an adult is also a priority. As course selection is part of your planning process, Quabbin counselors work with you to make the best, most logical choices.

See your Guidance Counselor for help with selecting courses, reviewing information from the Career Information Center, taking interest inventories, exploring careers, preparing for college entrance exams and military testing, gathering information from colleges, and preparing college and scholarship applications.

College Online Information

Refer to the Quabbin Regional High School web page for more information.

Co-curricular Activities

The Quabbin School System recognizes the value of co-curricular involvement as it expands the student's experience beyond the classroom. At Quabbin, we offer a wide range of activities that enable our students to develop their talents in many ways. Involvement shows future employers and college admissions counselors that you are diverse in your skills and interests and have the ability to skillfully manage your time. We suggest choosing areas of interest that complement your academic requirements, without overburdening yourself. Refer to *The Student Handbook* for eligibility.

We offer:

Clubs	Groups	Organizations	Teams
Drama Chinese Classics French Outdoor/Adventure Art Guitar Club Ski and Board Club Ultimate Frisbee	Student Government Peer Leaders School Newspaper JETS Bible Study Yearbook Ultimate Frisbee	Blue/Gold Key Society National Honor Society SADD GSA Model UN Best Buddies	Debate Envirothon Math Varsity Football JV Football Freshman Football Boys' Varsity Soccer Boy's JV Soccer Girls' Varsity Soccer Girl's JV Soccer Varsity Field Hockey JV Field Hockey Boys' Golf Girls' Golf Cheerleading JV Cheerleading Boys' Cross-Country Girls' Cross-Country Boys' Varsity Basketball Boys' JV Basketball Girls' Varsity Basketball Girls' JV Basketball Varsity Wrestling JV Wrestling Boys' Indoor Track Girls' Indoor Track Boys' Track Girls' Track Boys' Varsity Baseball Boys' JV Baseball Girls' Varsity Softball Girls' JV Softball Boys' Varsity Tennis Girls' Varsity Tennis NJROTC Drill Team NJROTC Academic Team NJROTC Marksmanship Team NJROTC Color Guard

A Senior Honor

The Blue/Gold Key Society is a society of seniors selected because they most represent what a Quabbin student should be. Students selected are those who have demonstrated school pride and have shown they are able to make mature decisions about their relationships to the school community, have a minimum GPA of 2.0, receive no more than five demerits. The Blue/Gold Key Society serves as an honor society that gives those selected the opportunity to serve the school as role models to underclass students.

The members of the Blue/Gold Key Society are expected to carry out, and document fifteen (15) hours of community service during their senior year. Opportunities to serve the school community at many school events will be offered to members of the society throughout the year. Students may also fulfill the community service requirements by volunteering outside of the school.

Blue/Gold Key Society members serve as examples of school spirit to the student body and should be active supporters of the sports programs and other co-curricular activities.

The most important benefit of membership is the affirmation of being a mature, responsible member of the school community. Members also may enjoy free admission to school-sponsored events in return for school service, as well as a personal letter of recommendation from the Principal.

The National Honor Society

Quabbin Regional High School is a member of the Excelsior Chapter of the National Honor Society, which is a nationally recognized organization of high school students established by the National Association of Secondary School Principals. Its purpose is to recognize and help promote academic achievement while developing those qualities essential to good citizenship namely, scholarship, character, service and leadership.

To be eligible for membership in this Chapter, you must be in 10th, 11th or 12th grade and have maintained a minimum cumulative GPA of 3.3 on a 4.0 scale over a period of six academic quarters. **(Please note: the GPA that is published on student report cards is based on a 5.0 scale).** This criterion only qualifies students for consideration. To be accepted as a member, the candidate must provide evidence of good character, leadership and community service to the Quabbin National Honor Society Faculty Council. The Council will notify candidates of acceptance to the Society. *The Student Handbook* has more details on qualification criteria.

Community Service Project

Quabbin Regional High School places high value on public service and wishes to impart that value to our students. As part of lifelong learning, it is important for students to understand the concept of 'giving back' to their community and to offer help wherever they can.

Among its academic opportunities, Quabbin offers junior and senior students the Community Service Project, a course of 2.5-5 academic credits, earned upon the completion of an approved project. Such projects will consist of a total time commitment of 75-150 hours. Refer to the Community Service Project description under Alternative Programs for a complete description of the course requirements.

ACADEMIC EXPECTATIONS

The academic expectations expressed in the Mission Statement are implemented through the course offerings of the high school departments. The chart below indicates the major responsibility of the departments for the academic expectations.

Department	Expectations
Art	Arts and Humanities
Business	Logic and Mathematics
English	Language Arts, MCAS Competency Determination, Critical Thinking
Health	Natural and Behavioral sciences
Mathematics	Logic and Mathematics, MCAS Competency Determination
Music	Arts and Humanities
NJROTC	Natural and Behavioral Sciences
Physical Education	Natural and Behavioral Sciences
Science and Technology	Natural and Behavioral Sciences Technological Literacy, Logic and Mathematics
Social Studies	Natural and Behavioral Sciences, Research, Critical Thinking
Special Education	Language Arts, Logic and Mathematics, Natural and Behavioral Sciences
World Languages	Language Arts, Arts and Humanities

Course Descriptions

Art Department

Course Offerings:

Art I
Intermediate Art II
Advanced Art III
Art IV Portfolio
Ceramics I
Ceramics II
Ceramics III
3-D Design I
3-D Design II
Digital Design & Imaging
Painting
Advanced Painting
Projects in Commercial Art and Communications

The Art Department implements the curriculum Frameworks by providing opportunities for students to express themselves in two-and three-dimensional media, as well as through the study of historical aspects of art.

Students are encouraged to think inventively and reflectively as they work to understand the role of the creative process in their own work and in the work of other artists.

Please Note: If space is limited in art courses, preference will be given to students based on performance in previous art classes.

Courses in the Art Department implement academic expectations in:

Language Arts
Logic and Mathematics
Arts and Humanities
Research
Problem Solving
Critical Thinking
Technological Literacy

ART DEPARTMENT

ART I

Course No. 516

Phase 3

**Grades
9, 10, 11, 12**

Student will develop the technical skills necessary in two-dimensional and three-dimensional areas in preparation for the advanced levels offered in art. Teachers will guide individual ideas, style and self-expression in each project solution. Students will have term tests and a final exam in art vocabulary, procedures and techniques. At the completion of this first year course students will be able to “speak art”.

INTERMEDIATE ART II

Course No. 517

Phase 4 Prerequisites: Successful completion of Art I

**Grades
9, 10, 11, 12**

Students will continue to develop the technical skills introduced in Art I through a variety of two-dimensional and three-dimensional projects. Design and composition will be emphasized through a broad range of portfolio-level projects with students responsible to develop individual ideas through multiple solutions. Students will be expected to participate in class critiques and maintain the level of intensity required of more complex assignments, including additional work outside of class for successful project completion.

ADVANCED ART III

Course No. 518

Phase 4 Prerequisites: Successful completion of Intermediate Art II

**Grades
10, 11, 12**

In Art III students continue to explore methods, introduced in Art I and Art II, for developing imaginative thought and artwork through a variety of two-dimensional art and design media. Sketchbook homework is required in this course. The student will be expected to do additional work outside of class time for successful project completion. Each Art III project has the potential to be artwork presented in a student’s senior portfolio.

ART IV PORTFOLIO

Course No. 519 Guidelines: See Honors guidelines. Must have demonstrated enjoyment and motivation in the study and production of Art III. A sketchbook is required.

**Grade
12**

The mainstay of a competitive college portfolio is work from OBSERVATION. *Art IV Portfolio* will comprise a series of short and long-term projects that emphasize observation. Students should be prepared to use sketchbooks, the foundation concepts, techniques taught through previous art classes, and to observe still lifes and environments. They will complete assignments that show composition, creativity and personal style. All seniors will have prepared a well-rounded portfolio, with a minimum of 15 pieces of new and previous artwork by the end of this course. Seniors who submit portfolios for admission to colleges will be expected to set up and exhibit their portfolios during graduation week activities.

CERAMICS I

Course No. 521 Prerequisites: Successful completion of Art I. Enrollment priority will be given to upper classmen.

**Grades
10, 11, 12**

Ceramics I is an introductory course in the study of clay objects as viewed through historic research fundamental to the techniques and themes used in creating ceramic art. Students will explore a wide array of visual and conceptual problem solving skills as they plan and produce their clay art through pinch, coil and slab techniques. Projects will become increasingly sophisticated as students develop competency with the clay medium and its production as “functional” art. A minimal lab fee will be required.

CERAMICS II

Course No. 524

Phase 4 Prerequisites: Successful completion of Ceramics I

**Grades
10, 11, 12**

Students will explore more complex problem-solving solutions in ceramics through the use of the

potter's wheel, and various hand-building, coil-building and slab-building techniques. Students will also learn how to use and apply more advanced glazing techniques and slip applications. Additionally, students will build upon their previously learned skills and knowledge of the subject matter to create dynamic, thought-provoking, works of art that demonstrate an advanced understanding of the overall medium and its materials, applications, tools and equipment. A lab fee will be required.

CERAMICS III

Course No. 525 **Prerequisites: Successful completion of Ceramics II** **Grades**
Phase 4 **11, 12**

Ceramics III students will further their skills at the potter's wheel, hand-building, molding and casting clay, glaze formulation, kiln building and firing. Students will learn the art of dealing with the public as they secure public places for exhibition of their work. A minimal lab fee will be required.

3-D DESIGN I

Course No. 526 **Prerequisites: Successful completion of Art I.** **Grades**
Phase 3 **10, 11, 12**

Students will create sculpture from clay, cardboard, wood, metal and paper in this course. Projects are planned to explore designs examined through historic themes including modern art and architecture through three-dimensional solutions. A lab fee will be required.

3-D DESIGN II

Course No. 528 **Prerequisite: Successful completion of 3-D Design I** **Grades**
Phase 4 **11, 12**

Students will work through advanced projects in sculpture using wood, metal, clay, paper and wire. Students are expected to initiate planning and media techniques that show evidence of accomplishment, learned in 3-D Design I, demonstrating consistent exploration, sequencing and superior completion that exhibits a portfolio level conclusion. A lab fee will be required.

DIGITAL DESIGN AND IMAGING – Offered every other year

Course No. 537 **Prerequisites: Successful completion of Intermediate Art II and an** **Grades**
Phase 4 **excellent grasp of essential art and design concepts.** **11, 12**

Digital Imaging will prepare students in the foundation skills needed in a college Graphic Design program. Students who elect this class will learn the fundamental techniques and tools used in the production of artwork through Adobe Photoshop. Through a variety of individual photo collages, conceptual design problems and commercial projects students will become increasingly adept in the Photoshop program. The computer will be utilized as a visual and technological medium in the process and production of the illustrative and communication design artwork.

PAINTING

Course No. 531 **Prerequisites: Successful completion of Intermediate Art II** **Grades**
Phase 3 **10, 11, 12**

Students who elect this course will have the opportunity to explore watercolor and oil painting techniques with a concentration on color and composition. Tempera and acrylic paints will also be used through projects that experiment with different painting styles found in 19th and 20th century art. Students must be willing to purchase some of the painting supplies.

ADVANCED PAINTING

Course No. 534 **Prerequisites: Successful completion of Painting** **Grades**
Phase 4 **11, 12**

Students that elect to take Advanced Painting, after successfully completing Painting I, must be prepared to use previously learned techniques in more complex modern painting projects. It will

also be these individual's responsibility to maintain a high level of intensity to complete challenging and detailed painters' problems. Previous experience with visual literacy, being open to critique, and an ability to initiate beyond what's usual and expected is required. Some supplies must be purchased.

PROJECTS IN COMMERCIAL ART & COMMUNICATION – Offered every other year

Course No. 536	Prerequisites: Successful completion of Intermediate Art II	Grades
Phase 4		11, 12

Commercial designers and illustrators enjoy working to unravel a client's ideas and assignments. Students who enjoy the thinking necessary to problem solve in design methods that use sophisticated media skills will benefit from the concepts explored in the 'visual literacy' of a communication art. This course is concerned with the practical design problems of the commercial artist. This is the art used to advertise a product, design packages, illustrate images on book pages and utilizes typography to deliver a message. In this course students will also be challenged to meet the stress demands and time frames that are routine to this career field.

Business Education Department

Course Offerings:

Introduction to Accounting/Business
Mathematics for Business Applications
Principles of Accounting
Advanced Principles of Accounting
Accounting I
Accounting II
Accounting III
Introduction to Personal Finance
Marketing for Sports and Entertainment
Principles of Economics
Legal Issues for Today

Courses in this department implement the Frameworks by providing real life training situations for students and by developing skills they will use in a variety of occupational settings.

The Business Department fulfills academic expectations in:

Language Arts
Logic and Mathematics
Natural and Behavioral
Sciences
Research
Problem Solving
Critical Thinking
Technological Literacy

BUSINESS DEPARTMENT

INTRODUCTION TO ACCOUNTING/BUSINESS

Course No. 626 Prerequisite: None
Phase 3

Grades
9, 10

Introduction to Business/Accounting is an introductory course which will explore different types of businesses. Students will also be introduced to basic accounting and learn how to run a business. At the end of the course students will manage a business for a month. This exercise will involve maintaining a checkbook, recording transactions and preparing financial statements. Recommended for students planning to run their own business or enter the field of business.

Students who successfully complete this course may be eligible to take Accounting II or Advanced Honors College Accounting with the permission of the instructor.

MATHEMATICS FOR BUSINESS APPLICATIONS

Course No. 640 Prerequisites: None
Phase Unphased

Grades
9, 10, 11, 12

This course helps students to further develop their ability to use the fundamental skills of math. Students learn to apply these math skills to complete business forms and payrolls. Students assemble, manipulate, and interpret all kinds of numerical data—an important requirement in the business world. This course is strongly recommended for students planning a career in the business field.

ACCOUNTING I

Course No. 644 Prerequisites: None
Phase 4

Grades
10, 11, 12

In *Accounting I*, students gain an understanding of the basic accounting functions and procedures, including what constitutes income, expense, profit, assets, and liabilities. Students also learn the approved methods of preparing reports, keeping records and account forms. It is recommended that students electing *Accounting I* have a strong basic math background.

HONORS ACCOUNTING I

Course No. 605 Prerequisites: See Honors Guidelines; Approval from instructor and department chair
Phase 5-Honors

Grades
10, 11, 12

This course is designed to introduce accounting to college-bound students who have business management/administration as a career goal. Students will be trained to use accounting records to make sound management decisions. It will cover the preparation and interpretation of financial statements, comparison of statements to analyze changes, routine journalizing and posting, and auditing concepts. The course is intended to provide a background in accounting principles upon which the students may build their studies in college. Computerized problems and projects will be introduced on business software for personal computers. Recommended for college-bound seniors.

ACCOUNTING II

Course No. 642 Prerequisites: Successful completion of Accounting I
Phase 4

Grades
10, 11, 12

In this course particular emphasis is given to reviewing the material covered in *Accounting I* before proceeding with more complex understanding involved in payrolls, taxes, depreciation, fixed assets, columnar special journals, and accruals, that are necessary in partnership and corporation bookkeeping and accounting. Students complete practice sets which make the accounting cycle seem more real and tie together all principles learned.

HONORS ACCOUNTING II

Course No. 606 Prerequisites: See Honors Guidelines; Successful completion of Phase 5-Honors Accounting I

Grades
10, 11, 12

This course is designed to expand the accounting knowledge of the college-bound student

English Department

Required Courses:

English 9
English 10
American Literature (required for grade 11)
Literature based English course (required for grade 12)

Electives:

Journalism I
Journalism II
Journalism III
Rhetoric and Argumentation I Rhetoric and Argumentation II
Creative Writing/Contemporary Fiction *
Advanced Skills in English
The Heroic Epic
Introduction to British Literature
Communications in Mass Media I *
Communications in Mass Media II *
Communications in Mass Media III *
Survey of British Literature
Modern Literature
Advanced Placement English
Advanced Placement English Language & Composition

* Accepted and as arts elective

The English Department

implements the Curriculum Frameworks by providing opportunities for students to read critically, to engage in meaningful discussions, and to express themselves clearly through the effective use of language.

The English Department fulfills academic expectations in:

Language Arts
Logic
Arts and Humanities
Research
Problem Solving
Critical Thinking
MCAS Competency Determination
Technological Literacy

ENGLISH DEPARTMENT

ENGLISH 9

Course No. 013
Phase 3

Grade
9

In this course, students will work with several types of literature including novels, plays, poetry, and short stories. These have been chosen to help make reading and writing more interesting and rewarding. A carefully constructed writing and vocabulary program has been designed to prepare students to communicate more effectively.

ENGLISH 9

Course No. 014
Phase 4

Grade
9

In this course students will complete an in-depth study of the following literary types: novel, short story, essay, play, and poetry. Along with their reading, they will pursue a vigorous writing program. Students will also do vocabulary and grammar works in this course.

ENGLISH 9

Course No. 015 **Prerequisites: See Honors guidelines. Teacher recommendation.**
Phase 5-Honors **Summer work is required**

Grade
9

The advanced ninth grade students in this course for the academically talented will do intensive reading of novels, poems, short stories, plays, and nonfiction works, with emphasis on the development of critical and analytical reading skills. Students will also receive instruction and extensive practice in writing both creative and analytical responses to literature, as well as personal and persuasive essays. Summer work is required.

All English 10 phase levels include preparation for successful performance on the MCAS Test in English Composition, Language and Literature.

ENGLISH 10

Course No. 023 **Prerequisites: Successful completion of Grade 9 English**
Phase 3

Grade
10

All students will enhance their abilities to inform, describe, analyze and persuade through a combination of listening, reading, and speaking and writing. They will develop skills to communicate effectively by writing clear and concise sentences, paragraphs and essays. There will be some opportunity to creatively express their understanding of the course content. The reading selections for the course will expose them to human experiences in different world cultures.

ENGLISH 10

Course No. 024 **Prerequisites: Successful completion of Grade 9 English**
Phase 4

Grade
10

Through the study of novels and drama, students will receive writing instruction and practice in both the creative and academic forms. Much time will be devoted to developing analytical writing and thinking skills. Students will explore universal themes expressed in significant literature from around the world.

ENGLISH 10

Course No. 025 **Prerequisites: See Honors Guidelines; Successful completion of Grade**
Phase 5-Honors **9 English. Teacher and/or Department Head recommendation.**
Summer work is required.

Grade
10

The advanced tenth grade students in this course for the academically talented will read sophisticated adult literature to develop literary analysis skills. The writing segment of the course will include instruction and practice in both creative and academic forms, with emphasis on the

development of an effective personal style. Summer work is required.

AMERICAN LITERATURE

Course No. 034 **Phase 4** **Prerequisites: Successful completion of Grade 10 English** **Grade 11, 12**

This course will involve literary analysis of American literature written between 1600 and the present. The course will explore the major trends of American literature during that time including, but not limited to, Romanticism, Realism, and Modernism, as well as their impact on American society. Students will be expected to demonstrate critical thinking skills in class discussion and in written work. There will be an SAT component to prepare students for the verbal section of the SAT.

ADVANCE PLACEMENT ENGLISH LANGUAGE & COMPOSITION

Course No. 047 **Phase 5-AP** **Prerequisites: Successful completion of Grade 10 English. Summer work is required for this course.** **Grade 11**

This course is designed to engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. In particular this course will pair an in-depth study of American Literature since with the study of rhetoric and rhetorical strategies employed in nonfiction prose. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The AP Language and Composition course enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Ratings on the Advanced Placement Exam in English Language and Composition may enable students to receive college credits for this course. Significant summer work is required. **AP exam required.**

JOURNALISM I

Course No. 028 **Phase 4** **Grades 10, 11, 12**

Journalism I introduce students to the history of journalism and to the techniques and methods of journalism as it is practiced today, in print and online. Through appropriate readings and extensive writing practice, students will become familiar with journalism's beginnings, its variety, its relationship to democratic principles, and with the forces in society that have caused it to change and innovate. Students will contribute significantly to *The Reservoir*, the student newspaper.

JOURNALISM II

Course No. 038 **Phase 4** **Prerequisites: Teacher recommendation and/or successful completion of Journalism I.** **Grades 10, 11, 12**

This course is a continuation of Journalism I and is designed to provide advanced students with an opportunity to further their skills in the areas of newspaper writing, photography, production, and management. Students will also have the opportunity to engage in a dialogue with other high school newspaper staff members through a newspaper exchange with regional and national high schools. In addition, they will examine the role of both scholastic journalism and the scholastic press, including preparing and submitting applications for regional and national high school newspaper competitions. They will utilize those new insights in their work on *The Reservoir*.

JOURNALISM III

Course No. 039 **Phase 4** **Prerequisites: Teacher recommendation and/or successful completion of Journalism II.** **Grades 10, 11, 12**

Journalism III is a continuation of Journalism II. It is a course for students who have a serious interest in journalism and communications as a potential career. In addition to continuing responsibilities for production of the school newspaper, *The Reservoir*, students in this class will also be expected to complete an independent research/writing project.

RHETORIC AND ARGUMENTATION I - Not offered 2009-2010

Course No. 054 **Prerequisites: None**
Phase 4

Grades
10, 11, 12

This course is designed to introduce students to the art of rhetoric and argumentation. Students will become familiar with the theoretical basis of persuasion and argumentation. Through written expression, in class debates, and presentations, students will learn and utilize techniques of different argumentation styles. Students will also gain experience with active listening, note-taking, and analytical skills through their examination of rhetorical situations.

RHETORIC AND ARGUMENTATION II - Not offered 2009-2010

Course No. Phase Prerequisites: Successful completion of Rhetoric and Argumentation I
055 4 See Guidelines
056 5-Honors

Grades
10, 11, 12

This course is a continuation of Rhetoric and Argumentation I and is designed to provide the advanced student with an opportunity to build skills in the areas of persuasive speaking, debate, and written argumentation. Students will have an opportunity to conduct research, engage in community building activities, and attend at least one regional forensic competition.

CREATIVE WRITING/CONTEMPORARY FICTION

Accepted as an Arts elective

Course No. 046 **Prerequisites: None**
Phase 3

Grades
11, 12

This course is designed to introduce the novice writer to the various forms of artistic written expression. Students will work in the areas of poetry, the short story, and the one-act play, with an emphasis on creative and artistic presentation and analysis of writing techniques. Preparation of manuscripts to be submitted for publication will conclude the semester's work.

Students will also deal in depth with contemporary American literature, especially as its development influences their own creative writing. The course features the reading and analysis of works of modern and contemporary writers, the writing of original pieces of literature from a variety of genres, and presentation of that original work in various forms.

ADVANCED SKILLS IN ENGLISH

Course No. 060 **By permission of the Administration**
Phase Unphased

Grades
11, 12

This course is designed to provide students with additional skills in writing, language and literary analysis as preparation for post secondary study or the workforce.

THE HEROIC EPIC

Course No. 022 **Prerequisites: Successful completion of American Literature**
Phase 4

Grades
11, 12

This course traces the development of the heroic epic from Homer to J.R.R. Tolkien's *The Lord of the Rings*. Students will read the mythic traditions of the Norse, the Celts, and the ancient Greeks. Students will examine the evolution of this genre through careful analysis of texts and classroom discussion. Special attention will be paid to the theories of the heroic archetype by Jung and Campbell. The written work will include literary analysis of the texts, a research project, and creative writing inspired by the readings.

INTRODUCTION TO BRITISH LITERATURE

Course No. 061
Phase 3

Grades
11, 12

This course is designed to introduce students to English literature through novels of suspense and horror. Works about haunted Victorian London and its famed characters will be featured. Special attention will be given to examining the stories from a psychological and sociological perspective. Challenging works to be studied include *Beowulf*, *Richard III*, *Frankenstein*, *Dracula*, *The Picture of Dorian Gray*, and *The Strange Case of Dr. Jekyll and Mr. Hyde*.

COMMUNICATIONS IN MASS MEDIA I

Accepted as an Arts Elective

Course No. 071 **Prerequisite: Instructor or Department Head permission**
Phase 3

**Grades
11, 12**

This course stresses communication through various media, including linear and digital video, computerized presentation programs, and print. Students work in small groups and individually to produce videos for viewing in class and distribution through the school's closed circuit TV system as well the local educational access cable channel. All students are expected to develop the pre-production, production and post-production skills needed for successful work in front of and behind the camera. At least two major writing assignments are required, analyzing current issues in mass media and communications, in addition to the writing required for video presentations. Students are expected to spend time after school working with the editing equipment as well as recording and broadcasting school sports and concerts.

COMMUNICATIONS IN MASS MEDIA II

Accepted as an Arts elective Limited to 10 students

Course No. 074 **Prerequisite: Successful completion of Communications in Mass**
Phase 4 **Media I. Due to limited enrollment, preference is given to students**
 based on performance in Communications in Mass Media I.
 Instructor or Department Head recommendation.

**Grades
11, 12**

This course is designed for the student who is seriously interested in a career in communications and mass media. Students will work with linear and digital editing equipment to produce at least two major video projects and a computerized slide presentation. Two major writing assignments are also required. Additional tasks include assisting other students, staff and community members with the production of video and computer media projects, and assuming responsibility for organizing and producing a monthly news show for the high school.

COMMUNICATIONS IN MASS MEDIA III

Accepted as an Arts Elective Limited to 5 students.

Course No. 073 **Prerequisite: Successful completion of Communications in Mass**
Phase 4 **Media II. Due to limited enrollment, preference is given to students**
 based on performance in Communications in Mass Media II.
 Instructor or Department Head recommendation.

**Grade
12**

Communications in Mass Media III is a continuation of Communications in Mass Media II. It is a course for students who have a serious interest in media and communications as a potential career, and who wish to have a full year of work in this area during their senior year. In addition to continuing responsibilities for the production of major media projects for viewing within the school, including the school-wide news show and the year-end senior video, students in this class will also be expected to produce an independent video project that may be entered in a local or national video competition.

SURVEY OF BRITISH LITERATURE

Course No. 062 **Prerequisites: Successful completion of American Literature**
Phase 4

**Grade
12**

This course traces the development of British literature from the Anglo Saxon period to the late twentieth century with a special focus on the Elizabethan and Victorian time periods. It emphasizes the connection between the evolution of writing and language and the historical background in which such change takes place. As part of this course students will learn how to analyze literature using several different critical approaches such as New Historicism, Psychoanalytical, and Feminist Theory. Challenging works include *Beowulf*, *Canterbury Tales*, *Hamlet*, *Wuthering Heights*, *Pride and Prejudice*.

WORLD LITERATURE

Course No. 044
Phase 4

**Grade
11, 12**

This course is designed to introduce students to a diverse collection of world writers (1945-) for literary analysis, written reflection, close examination, and personal connection of their literature. To examine literary themes such as identity, racism, gender, life choices, self-image and coming-of-age, students will study literary styles, and world cultures in a variety of genres. The texts studied are intended to expand the students' views of various situations, identities, and cultures,

and will allow them to reflect on their own identity and place in the world. Writing, reading, and research are major components of this course.

ADVANCED PLACEMENT ENGLISH

Course No. 045 **Prerequisites: Successful completion of American Literature. See AP Phase 5-APHonors Guidelines. Summer work is required for this course.**

**Grade
12**

This course is designed for students who are keenly interested in literature. Students explore, in-depth, a number of significant literary works ranging from Greek classics to contemporary fiction. This course focuses on the careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students will deepen their understanding of the various ways writers use language to provide both meaning and pleasure for their readers. Students will read and write actively and with increasing precision and sophistication. Ratings on the CEEB Advanced Placement Exam in English may enable students to receive college credits for this course. Significant summer work is required. **AP exam required.**

Health Department

Required Courses:

Health 1
Health 2 - Contemporary Health Issues

Electives:

Health 3 - Safety, Personal Health and
Wellness
Human Development

The Health Department implements the Curriculum Frameworks by encouraging students to develop an understanding of significant topics in health and by promoting a positive attitude toward healthy lifestyles.

The Health Department fulfills academic expectations in:

Language Arts
Logic and Mathematics
Natural and Behavioral
Sciences
Research
Problem Solving
Critical Thinking
Technological Literacy

HEALTH

HEALTH 1

Credits: 2.5

Course No. 734
Phase 3

Grade
9, 10

Health 9 is a course in human anatomy and physiology that covers the main body systems and their functions. It stresses the relationship between structure and function in human organ systems. Students will study the functioning of major organ systems and their integration to maintain a homeostatic balance in the body. They will be able to identify and describe the impact of behavior and environment on these systems. Some of these behaviors may be related to human sexuality and sex education.

HEALTH 2: CONTEMPORARY HEALTH ISSUES

Credits: 2.5

Course No. 735
Phase 3

Grade
10, 11, 12

Contemporary Health Issues enables students to learn about health and wellness from the aspect of the human life cycle and body systems. The topics of mental, social and physical health will be approached by looking at the effects of lifestyle choices and human behavior on health and wellness. Students will gain health literacy, healthy self-management skills and be able to promote healthy lifestyles. The course contains topics relating to human sexuality and sex education.

HEALTH 3: SAFETY, PERSONAL HEALTH AND WELLNESS

Credits: 5

Course No. 736
Phase 3

Grade
11,12

In the first half of this course, students will work towards obtaining certification in Community CPR and First Aid from the American Red Cross. This is done through demonstration and hands on practice and activities with CPR mannequins. Students learn to use an AED (automated external defibrillator). During the second half of the course, students will explore physical activity issues related to their own personal health and wellness. Topics covered will include, but are not limited to nutrition, exercise and fitness, stress management, and alcohol and other drug use prevention. Students will learn about these topics through individual and group projects, written research and presentations. This course does not contain topics of human sexuality or sex education.

HUMAN DEVELOPMENT

Course No. 743 Prerequisites: None
Phase 3

Grades
11, 12

This course provides an opportunity for students to study the growth and development of young children from birth to twelve years. Students will gain a fundamental understanding of the physical, mental, emotional and social development of children. They will develop skills that will enable them to interact positively with children as caretakers. This course is articulated with the Mount Wachusett Community College course of study. See Guidance counselor for details.

Mathematics Department

Required Courses:

Algebra I
Algebra II*
Geometry: Informal Geometry
 Modern Geometry
 Geometry Honors

Electives:

Trigonometry
Advanced Mathematics
Pre-Calculus
Calculus
Calculus II
Statistics
Concepts in Algebra and Geometry

*Algebra II required if MCAS score is below 240 for class of 2010 and subsequent classes

The Mathematics Department endeavors to develop all students mathematically through problem solving, communication, reasoning and connections within each course offering. Students acquire a number sense; an understanding of patterns, relations, and functions; an appreciation of geometry and measurement; and value the role of probability and statistics.

The Mathematics Department fulfills academic expectations in:

Language Arts
Logic and Mathematics
Natural and Behavioral Sciences
Research
Problem Solving
Critical Thinking
MCAS Competency Determination
Technological Literacy

MATHEMATICS DEPARTMENT

ALGEBRA I

Course No. 109/110
Phase Unphased

Grade
9

These two courses in *Algebra I* must be taken in successive semesters in the same academic year. Students will cover the topics of algebra in order to develop a solid foundation in the fundamentals of algebra. These courses are designed for the student with difficulties in basic arithmetic.

ALGEBRA I

Course No. 112/113 **Prerequisites: Recommendation of Grade 8 teacher**
Phase 3

Grade
9

These two courses in *Algebra I* must be taken in successive semesters in the same academic year. They are designed for the average math student. These courses will provide the student with a strong foundation in algebraic concepts and skills for future mathematics courses.

ALGEBRA I

Course No. 114/115 **Prerequisites: Recommendation of Grade 8 teacher**
Phase 4

Grade
9

These two courses in *Algebra I* must be taken in successive semesters in the same academic year. They are designed for the above-average math student who has had some exposure to algebra. These courses will provide the student with a strong and thorough foundation in algebraic concepts and skills for upper level mathematics courses.

ALGEBRA II

Course No. 125/126 **Prerequisites: See Honors Guidelines. Recommendation of Grade 8 teacher**
Phase 5-Honors

Grade
9

These two courses in *Algebra II* must be taken in successive semesters in the same academic year. They are designed for the exceptional math student who has taken and mastered Algebra I in Grade 8. These are rigorous courses providing students with concepts and skills needed for advanced mathematics courses.

ALGEBRA II

Course No. 122 **Prerequisites: Algebra I (108) and Informal Geometry (103) and**
Phase Unphased **departmental approval.**

Grade
10, 11, 12

This is a one semester course for students that have taken Algebra I (unphased) and Informal Geometry (unphased). The course will cover topics in Real Numbers, Linear Equations, Systems of Equations, Inequalities, Quadratics, Polynomials, Radicals and Logarithms.

ALGEBRA II

Course No. 123 **Prerequisites: Successful completion of Algebra I (course #118) or**
Phase 3 **teacher recommendation**

Grades
10, 11, 12

This one semester course is designed for those students who wish to deepen their insight into math. It begins with the study of axioms and the real numbers, and applies this study to real functions in one and two variables. Other topics covered are graphing, factoring, irrational numbers, quadratics, and logarithms.

ALGEBRA II

Course No. 124 **Prerequisites: Successful completion of Algebra I (course #119) or**
Phase 4 **teacher recommendation**

Grades
10, 11, 12

This is a more rigorous one-block course in Algebra II, preparing students for advanced mathematics and calculus. Topics covered are functions, graphing, factoring, irrational and rational numbers, quadratics, logarithms, and imaginary numbers.

INFORMAL GEOMETRY

Course No. 103 **Prerequisites: Algebra 109/110 and/or teacher recommendation** **Grades**
Phase Unphased **10, 11, 12**

This course is designed for students who have taken Algebra 1 unphased. The course will take an informal approach to geometry without formal proofs. Students will induce conclusions by experimenting and by reasoning from given facts.

MODERN GEOMETRY

Course No. 133 **Prerequisites: Successful completion of Algebra I (course #118) or** **Grades**
Phase 3 **teacher recommendation** **10, 11, 12**

This course introduces logical thinking by means of proof writing involving congruent and similar triangles. Parallels, perpendiculars, triangles, circles, polygons, area, and measurement are other topics that are extensively pursued.

MODERN GEOMETRY

Course No. 134 **Prerequisites: Successful completion of Algebra I (course #119) or** **Grades**
Phase 4 **teacher recommendation** **10, 11, 12**

This is a more rigorous geometry course designed for the student who wants to acquire a deeper insight into geometry. Topics include congruence and similarity of geometric figures, parallels, perpendiculars, measurements, and areas.

GEOMETRY HONORS

Course No. 135 **Prerequisites: Successful completion of Algebra II or Department** **Grades**
Phase 5 **Head approval See Honors Guidelines** **10**

This is a geometry course designed for the exceptional math student. Strong emphasis will be placed on writing formal proofs and problem solving. This course will include the basic topics in geometry and introduce advanced topics such as topology, fractals, and non-Euclidean geometry.

CONCEPTS IN ALGEBRA & GEOMETRY

Course No. 137 **Prerequisites: Algebra II and Geometry and departmental approval.** **Grades**
Phase 3 **11, 12**

This is a course designed for students that have taken Algebra II and Geometry, but have not scored 240 on MCAS for math. Students will cover topics in Algebra and Geometry to address any deficiencies they may have. The course will then continue with advanced topics to strengthen and enhance mathematical concepts and skills.

TRIGONOMETRY

Course No. 141 **Prerequisites: Successful completion of Algebra II & Geometry** **Grades**
Phase 3 **11, 12**

Students will review Algebra concepts and skills thoroughly. Trigonometry will expand the student's background in mathematics in preparation for college boards and a first year college mathematics course. The course involves the study of right triangular trigonometric functions, circular trigonometric functions, the relationships between functions and the solutions of triangles.

TRIGONOMETRY

Course No. 142 **Prerequisites: Successful completion of Algebra II & Geometry** **Grades**
Phase 4 **11, 12**

This Trigonometry course will expand the student's background in mathematics in preparation for SAT II and first year college mathematics courses. It involves the study of right triangular trigonometric functions, circular trigonometric functions, analytical trigonometry, and the solutions of triangles.

Music Department

Course Offerings:

Concert Chorus
Women's Choir
Quabbin Singers
Mixed Choir

Concert Band
Symphonic Winds
Orchestra
Jazz Lab Band
Jazz Ensemble

The Music Department implements the Curriculum Frameworks by providing students the opportunity to express themselves creatively, to develop skills in vocal and instrumental music, to collaborate with others and to communicate through public performances.

The program is geared to help students achieve self-satisfaction through participation in the school's many performing ensembles. There are also two general music course offerings for those with musical interests outside performing venues. Quabbin takes pride in the excellence of its performing musical groups and in the outstanding achievements of its student musicians. An ever-increasing effort is being made to provide music courses for those students who desire to continue in music after school.

Advanced students may elect to take music performance courses at the Phase 5/Honors level under conditions specified in course expectations.

The Music Department fulfills academic expectations in:

Language Arts
Logic and Mathematics
Arts and Humanities
Research
Problem Solving
Critical Thinking

MUSIC DEPARTMENT

All music performance classes run for the full school year.

Advanced students may elect to take music performance courses at the Phase 5/Honor under the conditions specified in course expectations.

CONCERT CHORUS

Credits: 5

Course No.	Phase		Grades
593	3	Prerequisite: A sincere, committed interest in singing. See phase 3 and 4 guidelines.	11, 12
550	4		

In this class the fundamentals of posture, breathing, and vocal production continue to be developed. Solfege (sight singing with syllables) is stressed so that students may achieve independence and develop their musicianship skills. This independence may be transferred into adult participation in community singing groups. A wide variety of the world's music is sung with the joy of music-making as a primary goal. Concert Chorus performs a minimum of four concerts a year. Participation in festivals is encouraged.

WOMEN'S CHOIR

Credits: 5

Course No.	Phase		Grades
559	4	Prerequisite: A sincere, committed interest in singing	9, 10

This Women's Choir is a three-part vocal ensemble that sings music in a variety of styles and genres. The fundamentals of posture, breath support, and tone are taught, as are the basics of music theory and solfege. Sight singing is worked on regularly to build musicianship skills and confidence. The ensemble typically performs three concerts per year.

QUABBIN SINGERS

Credits: 5

Course No.	Phase		Grades
570	4	Prerequisite: By audition and recommendation of the choral director only; See Honors Guidelines	9, 10, 11, 12
580	5-Honors		

It is an honor to be considered for *Singers*. A "Singer" represents responsibility, sensitivity and artistic expression. Advanced techniques of voice, solfege, intonation, and interpretation of the finest literatures are expected. A cappella singing is a desired goal. *Singers* members perform often and participate in several festivals in New England.

MIXED CHOIR

Credits: 5

Course No.	Phase		Grades
565	4	Prerequisite: By audition and recommendation of the choral director only	9, 10

This choir is a small, vocal ensemble that performs madrigals and other classical forms of SSA and SSAA music. This course will involve sight singing and vocal skills. Students need approval from the choral director to join this course.

CONCERT BAND

Credits: 5

Course No.	Phase		Grades
573	3	Prerequisite: Concert Band is an ensemble open to all instrumental music students who have at least one year of instrumental lessons. See phase 3 and 4 guidelines.	9, 10
575	4		

This course is designed to have students explore and perform many different styles, historical eras, and technically different selections of music typical to the modern Concert Band. All students may select phase 3 or phase 4 depending on their individual circumstances and preferences. No audition standards are applied. All students must be in good standing within the QRHS music community.

SYMPHONIC WINDS

Credits: 5

Course No.	Phase	Prerequisites:	Grades
594	4	All high school instrumental students are eligible with approval of instructor, following an audition (Jan/June). Ability to perform at least 8 Major and Chromatic scales and at least 2 years of previous playing experience are required. See Honors Guidelines	9, 10, 11, 12
599	5-Honors		

The QRHS *Symphonic Winds* is designed to meet students' needs if they are highly motivated, sensitive, responsible and talented instrumentalists having reached the advanced stages of musicianship. The finest of wind literature is performed in *Symphonic Winds*.

ORCHESTRA

Credits: 5

Course No.	Phase	Prerequisites:	Grades
567	3	Orchestra is an ensemble open to all bowed string instrumentalists who have at least 1 year of lessons on their instrument.	9, 10, 11, 12
568	4		
569	5-Honors	See phase 3,4 and Honors Guidelines	

Students in this course will have the opportunity to explore and perform music from a variety of genres and historical eras. No audition standards are applied. The orchestra typically performs three concerts per year. Other possible experiences include orchestra festivals, solo & chamber music concerts, and department-wide festival tours (at least every four years). Advanced students may elect to take Phase 5 Honors with permission of the instructor.

JAZZ LAB BAND

Credits: 5

Course No.	Phase	Prerequisite:	Grades
590	3	See phase 3 and 4 guidelines.	9, 10
587	4		

Jazz Lab Band is an entry-level course open to any student who wishes to become a member of the QRHS music community. All students interested in investigating the world of jazz music are encouraged to join. Students will be exposed to the history, theory and performance of the American music art form through in depth study regarding all facets of this complicated, yet simple, musical style.

JAZZ ENSEMBLE

Credits: 5

Course No.	Phase	Prerequisites:	Grades
591	4	Interest in music and proficiency on one of the Jazz Ensemble instruments. Two years of previous playing experience required. See Honors Guidelines	9, 10, 11, 12
592	5 Honors		

Jazz Ensemble is open to students who have auditioned for, and been accepted into, membership. Jazz Ensemble members must also be members of the Symphonic Winds and in good standing within the QRHS music community. One player per part is the recommended instrumentation for this ensemble.

Naval Junior Reserve Officers Training Corps (NJROTC)

Course Offerings:

NJROTC I *

NJROTC II *

NJROTC III *

NJROTC IV

- Leadership Seminar
- Academic

* Successful completion of 3 blocks of NJROTC is accepted as a science/technology elective

The NJROTC Program implements the Curriculum Frameworks by providing students the opportunity to study and participate in social studies, mathematics, physical training and science related topics in a real life context.

High School NJROTC is designed as a course in civics, science, citizenship and life skills. The goals of the course are to develop self-discipline and informed citizen leaders with an appreciation of the United States Navy and the role of sea power in preserving the American way of life. This course will assist the student in broadening his/her understanding of world events. All cadets will participate in drill and physical training and have the opportunity to participate in a variety of co-curricular activities.

The objectives of the NJROTC program are:

1. Promote patriotism.
2. Develop informed and responsible citizens.
3. Promote habits of orderliness and precision.
4. Develop a high degree of personal honor, self-reliance, individual discipline, physical conditioning, and leadership.
5. Promote an understanding of the basic elements and requirements for national security.
6. Develop respect for and an understanding of the need for constituted authority in a democratic society.
7. Provide incentives to live healthy lives.

In order to benefit fully from the program, students are strongly encouraged to begin in freshman year. Students who enroll in the NJROTC course during either semester (i.e. take one block of NJROTC) are members of the NJROTC Program for the entire school year. As such they participate in all required unit events for the entire year, and are eligible to participate in any co-curricular activities as well as orientation trips to military and non-military locations, no matter what semester they are enrolled in the course. Additionally they are required to wear the uniform once each week for the entire year. Co-curricular activities include cadet marksmanship team, academic team, color guard, drill team, and orienteering.

This course is not a military recruiting program. Nevertheless, there are several benefits that accrue to students who plan on entering a military service or going on to a college ROTC program or to the Naval Academy. Successful completion of the NJROTC Program allows entry into the armed services up to two enlisted pay grades higher than fellow enlistees without NJROTC experience,

which presently is estimated to be an extra \$250 per month plus being approximately one year closer to advancement to the next higher pay grade. Those who are going on to college and are qualified may receive a Naval Academy Nomination from the Senior Naval Science Instructor or be recommended for a ROTC college scholarship for which they compete only with students who have completed at least two years of NJROTC.

The NJROTC Program is open to both males and females with equal opportunity to excel in all aspects of the program including leadership positions, training opportunities and co-curricular activities. Students who complete three courses of the program may waive a science elective during their senior year of high school, thereby providing them the opportunity to take another course of their choosing.

NJROTC I is available each fall semester. Upon completion, and based upon their number of years in the program, cadets will then request other NJROTC elective courses in numerical order. Senior cadets who have completed three years of NJROTC course work and demonstrated leadership potential will participate in a Leadership Seminar as their Naval Science IV curriculum. This Leadership Seminar has exceptional opportunities in actually running the NJROTC unit. Cadets are evaluated based upon both academic achievement and their leadership performance at all levels. Other senior cadets will have the NJROTC IV Academic curriculum available to them. In this course, some unit administration will be required. The academic curriculum focuses on the history of our nation Post-Vietnam (1975 to present) with emphasis on National Security files that have become declassified and available to the public for study.

The entire program covers four elective blocks. Students may participate in the program for a single year or for all four years by enrolling in the next numerical course each year. Each of the Naval Science courses carries five elective credits and is available to all students who attend Quabbin Regional High School and are physically able to participate in physical education. **Pre-participation sports physical examination and the NJROTC Standard Release Form and Health Risk Questionnaire are required for all cadets each year they are in the program.**

The NJROTC Department fulfills academic expectations in:

- Language Arts
- Logic and Mathematics
- Natural and Behavioral Sciences
- Research
- Problem Solving
- Critical Thinking
- Technological Literacy

NAVAL JUNIOR RESERVE OFFICERS TRAINING CORPS (NJROTC)

NJROTC I

Course No. 970
Phase Unphased

Prerequisites: Participation in physical fitness

Grades
9, 10

This course is divided into the following units:

The NJROTC Program

Cadet Responsibilities: personal appearance, uniforms, self-discipline, and physical fitness

Unit and Naval organization, ranks and rates

Introduction to leadership

Naval ships and aircraft

Military drill as a means of teaching leadership, followership, and self-discipline

All students beginning NJROTC I in ninth grade and tenth grade will be assigned to a class during the fall semester.

NJROTC II

Course No. 982
Phase 3

Prerequisites: Successful completion of NJROTC I and participation in physical fitness

Grades
10, 11,12

The units covered in this course include:

Naval leadership and discipline

Naval history to include World War II

Naval sea science to include weather, aviation, and space science

National security

Military drill and physical conditioning

NJROTC III

Course No. 983
Phase 3

Prerequisites: Successful completion of NJROTC II and participation in physical fitness

Grades
10, 11, 12

The following units are included in this course:

Naval leadership and discipline

Naval history to include Korea, Vietnam, and modern warfare

Naval sea science to include oceanography and navigation

Military drill and physical conditioning

NJROTC IV – LEADERSHIP SEMINAR

Course No. 984
Phase 3

Prerequisites: Successful completion of NJROTC I, II and III and/or permission of the department chair.

Grades
11, 12

Students will be provided with a unique opportunity to develop their leadership, administrative, and management skills in a seminar format that will include modeling and role-playing of an actual military unit. Cadets will be assigned specific positions with unique responsibilities requiring daily interface with peers, department heads, and subordinates. Further, cadets will examine and study present military services, their equipment, personnel and mission and will review historical events. Cadets will assist the Naval Science Instructors in all aspects of leading, managing and administering the NJROTC Unit.

NJROTC IV – ACADEMIC

Course No. 975
Phase 3

Prerequisites: Successful completion of NJROTC I, II and III and/or permission of the department chair.

Grades
11, 12

The following units are included in this course: Naval Leadership, Naval and General History Post Vietnam, Survival, National Security and Intelligence from a historical perspective. Students will have the limited opportunity to assist in the day to day operation and administration of the NJROTC unit

Physical Education Department

Required Courses:

Physical Education 1
Physical Education 2

Electives:

Physical Education Leadership Program
Recreational & Lifetime Activities

The Physical Education Department implements the Curriculum Frameworks by promoting student involvement in activities that can develop physical fitness throughout life. This program meets the requirements of the learning standards in personal, physical and emotional health.

This program is divided into two separate categories:

- Team Sports
- Recreational & Lifetime Sports

The Physical Education Department fulfills academic expectations in:

Language Arts
Logic and Mathematics
Natural and Behavioral Sciences
Problem Solving
Critical Thinking

PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION 1

Course No. 701 **Prerequisites: None**
Phase Unphased

Grade
9

The learning units for this course are designed to stress development of advanced skills and participation in team sports such as soccer, football, field hockey, track and field, softball, Olympic team handball, dance, and progressive resistance exercises.

The physical fitness test is given in the fall and spring to indicate strength, endurance and motor ability.

PHYSICAL EDUCATION 2

Course No. 702 **Prerequisites: None**
Phase Unphased

Grade
10 ,11, 12

The curriculum for this course stresses the understanding of individual sports. Emphasis is on skill development in recreational, individual, dual and carry over sports, such as archery, bowling, golf, table tennis, and badminton.

PHYSICAL EDUCATION LEADERSHIP PROGRAM

Course No. 751 **Prerequisites: None**
Phase Unphased

Grades
11, 12

Eleventh and twelfth grade students can receive up to 5 credits a semester by participating in the Physical Education Leadership Program. To receive credit, a student must take an active role in leading classes through their aerobic warm-ups, assist the instructor in skill teaching, plan and teach a class using the department curriculum material as a resource, and plan and teach a two-week sports unit.

RECREATIONAL AND LIFETIME ACTIVITIES

Course No. 731 **Prerequisite: Road or mountain bike with 10 or more speeds**
Phase Unphased

Grades
11, 12

This course is designed for students in grades eleven and twelve who desire to participate in a variety of advanced recreational activities. Emphasis will be on teaching skills and activities that can be used throughout the students' lifetimes. Activities will include: tennis, aerobics, orienteering, map reading, cross country skiing, snow shoeing, weight training, self defense, racquet ball, and more.

Science & Technology Department

Required Courses:

Introduction to Physical Science
Biology

Electives:

Astronomy
AP Biology
Human Anatomy & Physiology
Chemistry in the Community
Chemistry ***
Physics ***
AP Physics
Environmental Science
Conservation
Horticulture/Greenhouse Management
AP Chemistry
Introduction to Technology and
Engineering *
Advanced Technical Drawing **
Robotics
Web Page Design I **
Web Page Design II **
Introduction to Computer Programming

* Accepted as a science/technology
elective or an arts elective
** Accepted as an arts elective
*** Honors option available – please see
course guidelines for prerequisites

The Science Department's efforts to implement the Curriculum Frameworks are grounded in a student-centered, hands-on learning philosophy. Such an inquiry-based program of studies attempts to expose students with varying abilities, career goals and academic interests to the principles, laws, fundamental concepts and technological advances in the natural sciences.

The Technology Department implements the Curriculum Frameworks by providing opportunities for students to study technology through hands-on activities related to real-life situations.

The Science and Technology Department fulfills academic expectations in:

Language Arts
Logic and Mathematics
Natural and Behavioral Sciences
Research
Problem Solving
Critical Thinking
Technological Literacy

ADVANCED TECHNICAL DRAWING

Accepted as an arts elective

Course No. 652 **Prerequisites: Successful completion of Introduction to Technology and**
Phase Unphased **Engineering**

Grades
10, 11, 12

This course provides students with the opportunity to further develop their skills in the graphical language field and prepare themselves for technical fields. Students will master some aspects of computer-assisted drawing and explore its advanced options. They will graphically represent complex parts using powerful 3-dimensional software. Students will participate in a design competition where they will apply all aspects of the design process.

ROBOTICS

Course No. 664 **Prerequisites: IPS, Biology, Algebra I, Algebra II, Geometry**
Phase **4**

Grades
11, 12

Robotics will be a hands on course built around the Vex Robotics System and Vex Labs. This course will allow students to investigate the basics of analogue and digital control systems, electric motors, pneumatics, mechanical design, and basic materials science. Students will design, build and operate Robots constructed from Vex Robotics Kits.

WEB PAGE DESIGN I

Accepted as an Arts Elective

Course No. 175 **Prerequisites: None**
Phase **4**

Grades
10, 11, 12

This course will introduce students to the World Wide Web and show them how to create their own web pages. Students will learn the basics of HTML (Hypertext Mark Up Language), the language of the World Wide Web, the use of graphics and links within web pages, proper web page design, and will use commercial design products. Students should be able to work independently on the projects that will be assigned.

WEB PAGE DESIGN II

Accepted as an Arts Elective

Course No. 176 **Prerequisites: Successful completion of Web Page Design I and**
Phase **4** **Introduction to Computer Programming**

Grades
11, 12

This course extends the basic concepts learned in Web Page Design I. Students expand their knowledge of web page design concepts, web site building, HTML coding, and Microsoft FrontPage. Advanced topics include style sheets, the use of Java Scripts, and php programming.

INTRODUCTION TO COMPUTER PROGRAMMING

Course No. 190 **Prerequisites: Successful completion of Algebra II and Geometry**
Phase **4**

Grades
10, 11, 12

This course in computer programming will cover current top-down modular programming techniques used in the computer industry. The students will use a modern programming language such as Java, C++, or Visual Basic. The course is designed for students going into Computer Science or Engineering.

Social Studies Department

Required Courses:

World History
US History I
US History II
Global Perspectives

Electives:

Psychology
Sociology

The Social Studies Department implements the Curriculum Frameworks by focusing on time, continuity and change, and emphasizing tolerance for differing viewpoints while grasping the appreciation of cultural diversity.

The Social Studies Department fulfills academic expectations in:

Language Arts
Logic and Mathematics
Natural and Behavioral Sciences
Arts and Humanities
Research
Problem Solving
Critical Thinking
Technological Literacy

SOCIAL STUDIES DEPARTMENT

WORLD HISTORY

This course is a continuation of the Grade 8 World History course

Course No. 394
Phase 4

Prerequisites: None

Grade
9

This intensive world history survey course includes both a history and a geography component. Content spans the time period from the age of revolutionary change in Europe through modern times. With Europe as its focus, the course also examines corresponding events in Asia, Africa, Latin America and the United States. In addition students will have extensive practice in essay writing through the various topics of study. Excellent reading, writing and comprehension skills are necessary. The pace of the course is above average.

WORLD HISTORY

Course No. 395
Phase 5-Honors

Prerequisites: See Honors Guidelines. Grade 8 teacher recommendation

Grade
9

This intensive world history survey course includes both a history and a geography component. Content spans the time period from the age of revolutionary change in Europe through modern times. With Europe as its focus, the course also examines corresponding events in Asia, Africa, Latin America and the United States. In addition, students will have extensive practice in essay writing through the various topics of study. Students must have superior reading, writing and comprehension skills which make it possible to move at a rapid pace and in much greater depth than other phase levels. Students must have a recommendation from their Grade 8 teacher.

US HISTORY I

Course No. 304
Phase 4

Prerequisites: None

Grade
10

This course will survey American History from pre-Columbian discovery through 1877. In examining the historical and intellectual origins of the United States, students will study the basic framework of American democracy and the basic concepts of American government. The historical framework includes themes from the Revolutionary and Constitutional eras through the Civil War and Reconstruction. Excellent reading, writing and comprehension skills are necessary. Pace will be well above average. A term paper or project is required.

US HISTORY I

Course No. 305
Phase 5 Honors

Prerequisites: See Honors Guidelines

Grade
10

In examining the historical and intellectual origins of the United States, students will study the basic framework of American democracy and the basic concepts of American government. The historical framework includes themes from the Revolutionary and Constitutional eras through the Civil War and Reconstruction. Students selecting this course should have outstanding reading, writing and analytical skills and a genuine interest in history. This course will survey American History at a rapid pace and in considerable depth. Emphasis is on primary sources in history.

US HISTORY I PRE-AP

Course No. 306
Phase 5 Honors

Prerequisites: See Honors Guidelines

Grade
10

In examining the historical and intellectual origins of the United States, students will study the basic framework of American democracy and the basic concepts of American government. The historical framework includes themes from the Revolutionary and Constitutional eras through the Civil War and Reconstruction. This course is an in-depth study of American History that prepares students for the Advanced Placement examination. Ratings on the Advanced Placement exam in US History may enable students to receive college credits. Students are expected to do a considerable amount of writing including responses to Document Based Questions and to take the Advanced Placement US History II course.

US HISTORY II

Course No. 336
Phase 3

Prerequisites: None

Grade
11

This course will survey American History from 1877 through the present. Students will analyze the

causes and consequences of the Industrial Revolution and America’s growing role in diplomatic relations. The historical framework of this course includes themes from the Progressive movement and the New Deal, World War II, the Cold War, and recent events and trends that have shaped modern America. Average reading, writing, and comprehension skills are necessary. Pace will be moderate.

US HISTORY II

Course No. Phase Prerequisites: None Grade
337 4 11

This course will survey American History from 1877 through the present. Students will analyze the causes and consequences of the Industrial Revolution and America’s growing role in diplomatic relations. The historical framework of this course includes themes from the Progressive movement and the New Deal, World War II, the Cold War, and recent events and trends that have shaped modern America. Excellent reading, writing and comprehension skills are necessary. Pace will be well above average. A term paper or project is required

US HISTORY II

Course No. Phase Prerequisites: See Honors Guidelines Grade
340 5 Honors 11

This course will survey American History from 1877 through the present. Students will analyze the causes and consequences of the Industrial Revolution and America’s growing role in diplomatic relations. The historical framework of this course includes themes from the Progressive movement and the New Deal, World War II, the Cold War, and recent events and trends that have shaped modern America. Students selecting this course should have outstanding reading, writing and analytical skills and a genuine interest in history. This course will survey American History at a rapid pace and in considerable depth. Emphasis is on primary sources in history

ADVANCE PLACEMENT US HISTORY

Course No. Phase Prerequisite: Pre-AP US History I or Department Head approval. Grade
338 AP See AP Guidelines 11

This course will survey American History from 1877 through the present. Students will analyze the causes and consequences of the Industrial Revolution and America’s growing role in diplomatic relations. The historical framework of this course includes themes from the Progressive movement and the New Deal, World War II, the Cold War, and recent events and trends that have shaped modern America. This course is an in-depth study of American History that prepares students for the Advanced Placement examination. Ratings on the Advanced Placement Exam in US History may enable students to receive college credits. Students are expected to do a considerable amount of writing including responses to Document Based Questions and to take the Advanced Placement Exam in US History. **AP Exam required.**

PSYCHOLOGY

Course No. 346 Prerequisites: Successful completion of two semesters of Social Grades
Phase 4 Studies 11, 12

Students selecting this phase will study in depth the field of psychology, human behavior, and the major schools of psychological thought. Students will be expected to write research papers on theories of psychology and make class presentations on topics in human behavior.

PSYCHOLOGY

Course No. 347 Prerequisites: Successful completion of two semesters of Social Grades
Phase 5-Honors Studies and/or Phase 4 or 5 English. See Honors Guidelines 11, 12

This course involves analysis of theory, research and issues related to the subject of psychology and the concept of personality development. Students will review and evaluate the current schools in the field. Students will be expected to do independent research, present and defend their analysis, and discuss issues in psychology.

SOCIOLOGY

Course No. 344 Prerequisites: Successful completion of two semesters of Social Studies Grades
Phase 3 11, 12

Sociology is the study of group behavior and society. The goal is for every student to understand social forces that influence individual's actions in society or social settings. The course will consider conformity, social control, group dynamics, socialization, social institutions and social

problems. This course is very student centered and relies on students' active participation.

GLOBAL PERSPECTIVES

Course No. Phase Prerequisites: None
384 4

Grade
12

This capstone history course will consider significant concerns of the twenty-first century in their historical context. Students will draw on their knowledge of social studies as they develop an understanding of the issues that confront them as citizens of the modern world. A significant research project will be completed. Average reading, writing, and comprehension skills are necessary. Pace will be moderate. **This is a required course for grade 12 students.**

Special Education Department

Course Offerings:

High School Study Skills/
Learning Center

Project Involve

This Department implements the Curriculum Frameworks by providing active student involvement in the subject matter of the common core of learning and by promoting respect for a diverse community of learners.

The Special Education Department fulfills academic expectations in:

Language Arts
Logic and Mathematics
Natural and Behavioral Sciences
Arts and Humanities
Research
Problem Solving
Critical Thinking
Technological Literacy

SPECIAL EDUCATION DEPARTMENT

INCLUSION

The Quabbin Regional Special Services Department uses an inclusionary model for all students. Each year curriculum demands as well as individual student needs vary. Program offerings change to meet those needs. Inclusionary models used include consultation, collaboration and co-teaching. Regular and special educators work together to develop appropriate program models designed to meet the needs of diverse learners.

HIGH SCHOOL STUDY SKILLS /LEARNING CENTER I-IV

Course No. 851 – 861	Prerequisites: These courses include a TEAM Evaluation	Grades
Phase Unphased	carried out under the Chapter 766 Special Education	9, 10, 11, 12
	regulations and an Individualized Education Program (IEP)	

High School Study Skills and the Learning Center are designed to provide students with a structured learning environment based on individual strengths and needs. Specific instruction focuses on the development of study strategies and organizational skills needed to improve performance in content area classes. A variety of methods, including reinforcement, re-teaching and guided practice are incorporated into the daily curriculum.

PROJECT INVOLVE

Course No. 871 – 894	Prerequisites: These courses include a TEAM Evaluation carried	Grades
Phase Unphased	out under the Chapter 766 Special Education regulations and an	9, 10, 11, 12
	Individualized Education Program (IEP) and approval from the	
	special education director.	

Project INVOLVE offers pre-vocational, functional academic and daily life skill training to those students found eligible through the Chapter 766 process. The students who attend Project INVOLVE will experience job-related internships both on and off the Quabbin Regional High School campus. Upon graduation from this program, students will receive a *Certificate of Attendance*.

World Languages Department

Course Offerings:

French I
French II
French III
French IV
French V
French VI
AP French

Latin I
Latin II

Spanish I
Spanish II
Spanish III
Spanish IV
Spanish V
Spanish VI
AP Spanish

Chinese I
Chinese II
Chinese III
Chinese IV
Chinese V
Chinese VI
AP Chinese

The World Languages Department implements the Curriculum Frameworks by providing the opportunity for all students to be able to read, write and converse in a language other than English and to study the culture where that language is used.

Please Note: Advanced students who wish pursue their World Language study beyond the levels offered in the current Academic Guide, should decide on a specific plan of study with their teacher.

The World Language Department fulfills academic expectations in:

Language Arts
Logic and Mathematics
Natural and Behavioral Sciences
Arts and Humanities
Research
Problem Solving
Critical Thinking
Technological Literacy

WORLD LANGUAGES

FRENCH I

Course No. 461 Prerequisites: None
Phase 4

Grades
9, 10, 11, 12

This beginning course is designed for students with no prior academic experience in French. Emphasis will be on building a solid foundation of oral and written communication and acquiring a greater awareness of the French-speaking world. *French I* follows the standards of the *Massachusetts Foreign Language Curriculum Framework*.

FRENCH II

Course No. 462 Prerequisites: Successful completion of French I
Phase 4

Grades
9, 10, 11, 12

French II reinforces and expands on the program developed in the first semester of language learning. Students will engage in conversation and interpret written and spoken language on a variety of topics. This course will expand students' awareness of the Francophone world and culture while developing all 4 language skills: understanding, speaking, writing and reading. *French II* follows the standards of the *Massachusetts Foreign Language Curriculum Framework*.

FRENCH III

Course No. 463 Prerequisites: Successful completion of French II
Phase 4

Grades
10, 11, 12

This course, an extension of the *French II* program, aims to refine students' awareness and prior knowledge of the French-speaking world while helping them gain precision in all 4 language skills: understanding, speaking, writing and reading. Students will also have the opportunity to discover and enjoy many facets of francophone culture. *French III* follows the standards of the *Massachusetts Foreign Language Curriculum Framework*.

FRENCH IV

Course No. 464 Prerequisites: Successful completion of French III and teacher
Phase 5-Honors recommendation; see Honors Guidelines

Grades
10, 11, 12

This Honors course will further develop the communicative abilities of students on an intermediate level of proficiency. Fluency and accuracy will be systematically assessed. Communication of original ideas will be emphasized and refined in discussing, analyzing and writing about cultural and literary selections. *French IV Honors* follows the standards of the *Massachusetts Foreign Language Curriculum Framework*.

FRENCH V

Course No. 465 Prerequisites: Successful completion of French IV, and teacher
Phase 5-Honors recommendation; see Honors Guidelines

Grades
11, 12

This Honors course will require intensive study of increasingly challenging academic, literary and cultural material. As in French V, the emphasis will be on developing a high level of proficiency with spoken and written French. *French V* follows the standards of the *Massachusetts Foreign Language Curriculum Framework*.

FRENCH VI

Course No. 466 Prerequisite: Successful completion of French V and teacher
Phase 5-Honors recommendation; see Honors Guidelines

Grades
11, 12

This Honors course will challenge students in a fast paced environment to display and refine previously acquired skills in French language and knowledge in francophone culture. A high level of accuracy and a wide array of vocabulary will be expected of students writing essays and presenting reports. *This course* follows the standards of the *Massachusetts Foreign Language Curriculum Framework*.

ADVANCE PLACEMENT FRENCH

Course No. 468 Prerequisite: Successful completion of French V and teacher **Grades**
Phase 5-AP recommendation; See AP Guidelines. Summer work is required for this **11, 12**
course.

This course is designed for advanced students who are keenly interested in francophone literature, history and culture. Students will follow the official AP French literature curriculum and will be expected to produce in-depth analyses and critiques of a wide range of literary works. A high score of this exam may qualify students for advanced placement, college credit, or both, depending on the policy of the university to which the student is admitted. **AP Exam Required.**

LATIN I offered every other year, not offered 2009-2010

Course No. 401 Prerequisites: None **Grades**
Phase 4 **9, 10, 11,12**

Latin I provides an introduction to the Latin language, Roman culture and history in accordance with the *Massachusetts Curriculum Framework*. This course makes comparisons between ancient and modern ways of life, builds upon English vocabulary-building through the study of Latin roots, and provides thorough explanations of the similarities and differences between English and Latin grammar. Latin I improves the student's cultural knowledge and reading skills heightens the student's awareness of the language connections and develops an appreciation of Rome and its influence on the cultural and political foundations of the American Republic

LATIN II - fall 2009 offered 2009-2010

Course No. 402 Prerequisites: Successful Completion of Latin I **Grades**
Phase 4 **9, 10, 11, 12**

Latin II reinforces and expands on the program developed in Latin I in accordance with the Massachusetts Curriculum Frameworks. This course retains the emphasis Latin I has placed upon American ideals and their classical background. The course makes further comparisons between ancient and modern ways of life, keeps building upon English vocabulary through the study of Latin roots, and provides further explanations of the numerous connections between English and Latin. Latin II provides a solid foundation for students seeking careers in the legal, medical, or scientific fields, among others.

SPANISH I

Course No. 471 Prerequisites: None **Grades**
Phase 4 **9, 10, 11, 12**

In *Spanish I* students study vocabulary and grammar. Listening, speaking and writing skills are emphasized. In addition, students are exposed to the culture of the Spanish-speaking people in Spain and Central and South America.

SPANISH II

Course No. 472 Prerequisites: Successful completion of Spanish I **Grades**
Phase 4 **9, 10, 11, 12**

In *Spanish II*, students review the vocabulary and grammar concepts used in Spanish I. New vocabulary and grammar concepts, especially the important verb tenses, are studied. Spanish is spoken in class as much as possible. An acquisition of an appreciation of the Spanish culture is a goal. Introductory literary pieces are used to supplement the course work.

SPANISH III

Course No. 473 Prerequisites: Successful completion of Spanish II **Grades**
Phase 4 **10, 11, 12**

This course is conducted mainly in Spanish. Students review grammar concepts in both English and Spanish. Students study an introduction to Spanish civilization. They also discuss various topics of current interest in utilizing newly acquired Spanish-speaking skills.

SPANISH IV

Course No. 474 Prerequisites: Successful completion of Spanish III and teacher recommendation; see Honors Guidelines **Grades 10, 11, 12**

This Honors course will further develop the communicative abilities of students on an intermediate level of proficiency. Fluency and accuracy will be systematically assessed. Communication of original ideas will be emphasized and refined in discussing, analyzing and writing about cultural and literary selections. *Spanish IV Honors* follows the standards of the *Massachusetts Foreign Language Curriculum Framework*.

SPANISH V

Course No. 475 Prerequisites: Successful completion of Spanish IV and teacher recommendation; see Honors Guidelines **Grades 11, 12**

This Honors course will require intensive study of increasingly challenging academic, literary and cultural material. As in Spanish V, the emphasis will be on developing a high level of proficiency with spoken and written Spanish. *Spanish V* follows the standards of the *Massachusetts Foreign Language Curriculum Framework*.

SPANISH VI

Course No. 476 Prerequisites: Successful completion of Spanish V and teacher recommendation; see Honors Guidelines **Grades 11, 12**

This Honors course will challenge students in a fast paced environment to display and refine previously acquired skills in Spanish language and knowledge in Spanish culture. A high level of accuracy and a wide array of vocabulary will be expected of students writing essays and presenting reports. *This course* follows the standards of the *Massachusetts Foreign Language Curriculum Framework*.

ADVANCE PLACEMENT SPANISH

Course No. 478 Prerequisites: Successful completion of Spanish V and teacher recommendation; see AP Guidelines. Summer work is required for this course. **Grades 11, 12**

This course is designed for advanced students who are keenly interested in Spanish literature, history and culture. Students will follow the official AP Spanish literature curriculum and will be expected to produce in-depth analyses and critiques of a wide range of literary works. A high score of this exam may qualify students for advanced placement, college credit, or both, depending on the policy of the university to which the student is admitted. **AP Exam Required.**

CHINESE I

Course No. 451 Prerequisites: None **Grades 9, 10, 11, 12**
Phase 4

This course introduces Mandarin Chinese, which is the national standard language of China. Students practice both spoken and written language but listening and speaking proficiencies are emphasized. Cultural topics and activities are a significant part of this course. All courses in the Chinese program follow national guidelines for the study of Mandarin Chinese.

CHINESE II

Course No. 452 Prerequisites: Successful completion of Chinese I **Grades 9, 10, 11, 12**
Phase 4

Chinese II reviews and builds upon the vocabulary, patterns, and cultural topics of Chinese I. Proficiency in everyday conversation is emphasized while students improve their reading and writing ability. Chinese word processing is introduced.

CHINESE III

Course No. 453 Prerequisites: Successful completion of Chinese II **Grades 10, 11, 12**
Phase 4

Listening, speaking, reading, and writing are given equal attention in Chinese III. Students should expect to be more active and creative with the language and be willing to use Chinese in class for

most basic communication. Cultural topics are examined in greater depth. Authentic video, audio, and print materials are used at this level to supplement the text.

CHINESE IV

**Course No. 454 Prerequisites: Successful completion of Chinese III and teacher
Phase 5-Honors recommendation; see Honors Guidelines**

**Grades
10, 11, 12**

Honors students are expected to maintain their language skills over off-semester so they will be able to master writing the character vocabulary and do supplementary reading. Students should be able to do independent work, make use of Chinese reference tools, and practice listening outside of class. Students should be committed to improved speaking fluency and pronunciation

CHINESE V

**Course No. 455 Prerequisites: Successful completion of Chinese IV and teacher
Phase 5-Honors recommendation; see Honors Guidelines**

**Grades
11, 12**

Honors students are expected to maintain their language skills over off-semester so they can begin working on new lessons. The text is supplemented with a variety of readings and audio-visual materials. Students must be able to work independently: listening to audio files, reading, writing, and using reference materials. Honors students are expected to maintain a college level pace and master character writing at their appropriate level. Motivated students match the expectations of 9 credits of Chinese offered at UMass/Amherst.

CHINESE VI

**Course No. 456 Prerequisite: Successful completion of Chinese V and teacher
Phase 5-Honors recommendation; see Honors Guidelines.**

**Grades
11, 12**

Students continue to improve their listening, speaking, reading and writing skills from Chinese V. All students should be motivated to work independently and make regular use of audio, video, computer, and print resources. Honors students are expected to maintain a college level learning pace and master character writing at their appropriate level.

ADVANCE PLACEMENT CHINESE

**Course No. 458 Prerequisite: Successful completion of at least Chinese V and teacher
Phase 5-AP recommendation; see AP Guidelines. Summer work is required for this course.**

**Grades
12**

Students continue to improve their listening, speaking, reading and writing skills from Chinese V. All students should be motivated to work independently and make regular use of audio, video, computer, and print resources. AP Chinese matches the expectation of 200 hours of college level Chinese or a typical 18-24 credits of Chinese at UMASS Amherst. Students must be highly motivated to select AP Chinese and willing to come for extra help after school. **AP Exam Required.**

HONORS RESEARCH PROJECT

Course No. 910	Prerequisites: See Honors Guidelines; Students must have	Grades
Phase 5-Honors	demonstrated academic proficiency, the ability to work independently, and a sense of responsibility.	12

Students who want to research a subject area that is not covered by existing courses but which is academically significant and challenging may undertake an Honors Research Project. Students must define the project, find a faculty member willing to serve as an advisor, and fill out an Honors Research Proposal form. This will specify the topics that the student intends to pursue in depth and the papers, projects, and other forms of assessment that will be completed. The academic requirements must be equal in rigor to those of honors courses and significant, in depth, original academic research must be completed. All completed honors research projects will be presented to a faculty review panel. The Honors Research Proposal form must be signed by the parent, the faculty advisor, the department head, and the Dean of Academic Affairs. It must be completed by the date when course registration forms are due. Under no circumstances will students be allowed to schedule an Honors Research Project after the end of the academic year preceding the Honors Research Project. No student may receive credit for more than one Honors Research Project per year.

SENIOR HONORS PROJECT

Course No. 911	Prerequisites: See Honors Guidelines; Students must have	Grades
Phase 5-Honors	demonstrated academic proficiency, the ability to work independently, and a sense of responsibility.	12

Students who want to undertake a project in a specific subject area that is not covered by existing courses but which is academically significant and challenging may undertake a Senior Honors Project. Students must define the project, find a faculty member willing to serve as an advisor, and fill out an Honors Project Proposal form. This will specify the project that the student intends to pursue in depth and the product/project, including the forms of assessment that will be completed. The academic requirements must be equal in rigor to those of honors courses. A significant, in depth, original project must be completed. All completed honors projects will be presented to a faculty review panel. The parent, the faculty advisor, the department head, and the Dean of Academic Affairs must sign the Honors Project Proposal form. It must be completed by the date when course registration forms are due. Under no circumstances will students be allowed to schedule an Honors Project after the end of the academic year preceding the Honors Project. No student may receive credit for more than one Honors Project per year.

STUDENT CLERK

2.5- 5 credits

Course No. 951	Prerequisites: Permission of the Principal.	Grades
Phase Unphased	Students must complete an application form.	11, 12

This course provides students in grades 11 and 12 with the opportunity to have a meaningful work experience in a professional setting. Each student will be assigned a "Supervisor" within the school. The supervisor will oversee the student clerk's work and will evaluate the student's performance at the end of each marking period. Students who choose *Student Clerk* should be dependable and trustworthy. Students will earn 2.5 - 5 credits.

COMMUNITY SERVICE PROJECT

2.5 credits- 5 credits

Course No. 901	Prerequisites: This is a Pass/Fail course.	Grades
Phase Unphased		11, 12

Juniors and Seniors will have the opportunity to earn academic credit upon the successful completion of an approved community service project. Such projects will consist of a total time commitment of 75-150 hours. Such projects will be approved by the Principal upon the submission and approval of a written project description and completed Community Service Contract. Community service credits will be granted at the end of the semester to students who have successfully completed all project requirements. Seniors must submit a final project summary that must consist of a typewritten document or videotape describing the project.

VHS (VIRTUAL HIGH SCHOOL)

Pending Funding 5 credits

Course No. 987 Prerequisites: Permission of the Principal
Phase: See
course catalog
for phases

Grades
11, 12

Students work independently on online courses using a computer with internet access. Course work may be completed at home or at school. A full catalog of courses is available for viewing in the guidance office or online at www.govhs.org. Only students who are capable of independent work will be considered. A signed copy of the syllabus must be turned in when final confirmation of course selection is received. You must complete a tutorial prior to the start of the online class.

Note: Internet access at home is helpful but not required. You may need to go on line after school hours, which can be done in the school library. You do not need to be a computer expert, however, basic computer skills are required to take these classes. All instructions will be provided. You do need to be self-motivated and able to work independently. Procrastinators should not apply.