

**Mt Greylock Regional School District School Committee  
Education Subcommittee**

**Location:** MGRS A109  
1781 Cold Spring Rd. Williamstown, MA

**Date:** Friday, January 24, 2020  
**Time:** 1:00 pm

**Open Session Agenda**

- I.** Call meeting to order
- II.** Subcommittee organization
- III.** Public comment
- IV.** Discussion about upcoming subcommittee meetings
- V.** Student Opportunity Act spending plan outline
  - A. Closing the achievement gap
  - B. Targeted assistance based on needs
  - C. New positions
  - D. New programming
- VI.** Curriculum and programming at WES
- VII.** Curriculum and programming at LES
- VIII.** Program of study at MG
  - A. Masscore alignment for graduation programming
- IX.** Other business not anticipated by the Chair within 48 hrs of meeting
- X.** Motion to adjourn

## Student Opportunity Act updates and improves upon 1993 Education Reform provisions

Almost 200 years after its founding as the first public high school in America, Boston English was again the site of a landmark event as Massachusetts Governor Baker signed the long-awaited (and even longer-debated) Student Opportunity Act on November 26. Surrounded by a broad coalition of students, legislators, and state, education, and business leaders, the Governor commended the joint legislative efforts that worked through difficult and contentious issues to arrive at the final bill which will boost investment in public schools by \$1.5 billion when fully phased in over the next seven years.

The Act, which provides significant new funding resources to schools, particularly school districts with high percentages of low-income and English Language Learners, was the legislative answer to the Foundation Budget Review Commission's 2015 report that found MA schools underfunded by almost 2

billion dollars. This deficit was attributed to the education funding formula's failure to keep up with inflationary costs relative to employee and retiree health insurance, special education, and the additional amounts provided to serve the needs of English learners and low-income students.

In addition to the revised Chapter 70 funding formula that will generate unprecedented increases in annual state investment, school districts will also see increased reimbursements for transporting students to out-of-district special education placements. It also raises the cap on state funding for school building projects by \$150 million; fully funds charter school reimbursements; and creates a grant fund for innovative educational approaches.

To ensure that the bill achieves its goal of improving educational opportunities for all students, regardless of zip code, or country of origin, school districts will be required to submit three-year plans

designed to close local achievement gaps. These plans, which will be developed with input from school leaders, administrators, faculty and community representatives prior to final approval by the school committee, would incorporate evidence-based programs and support such as expanded learning time, increased counseling and psychological services, professional development, expanded early learning and pre-kindergarten, early college and career-readiness pathways and a more diverse teacher workforce. The plans will be submitted to the Commissioner of Education (see related article on page 2) who will review the plans to ensure they set measurable goals for student improvement with credible strategies for achieving them. Plans deemed as failing to meet these standards would need to be amended.

The bill also requires the Secretary

*continued on page 3*

## Report on Resolutions 2019

*The following is a report on actions taken on the resolutions that were considered by the Delegate Assembly at the annual meeting in Hyannis on Friday, November 8. There were 107 districts represented at the Assembly.*

### **RESOLUTION 1: Banning Polystyrene from Schools**

*(Submitted by the Silver Lake Regional School District, including the School Committees of Kingston, Plympton, and Halifax)*

**BE IT RESOLVED THAT:** MASC urge the Commonwealth of Massachusetts to ban the use of expanded polystyrene foam cups, bowls, plates and trays from Massachusetts Public Schools by the 2022-2023 school year.

**RATIONALE** Proponents cite the presence of toxins, including carcinogens in polystyrene and note that containers manufactured with this substance can be found in food and beverage containers that might pose a risk to students and others.

**The resolution passed, as presented, on a voice vote.**

*continued on page 3*

**MASC President Devin Sheehan, and incoming President Deborah Davis at the 2019 Joint Conference**



# Student Opportunity Act continued from page 1

of Education to collect data and report annually on student preparedness for college and career success by school district and high school, including student participation rates in college and career readiness programs, college acceptance and graduation rates as well as the percentage of students in internships earning industry-recognized credentials.

Following passage of the bill the Department of Education released a statement giving further detail on how the numbers will be calculated. In a memo from the Commissioner, Riley explained the Department is in the process of developing guidance, procedures, and regulations needed to implement the provisions of the legislation. In particular, this pertains to:

- **Chapter 70.** While the Student Opportunity Act updates the formula, DESE is still collecting and processing the enrollment, municipal revenue, wage adjustment, and inflation data needed to calculate the state aid allotments and local contribution requirements for FY21. This information will be provided to districts in January, in conjunction with the release of the Governor's House 2 budget proposal. (In his Legislative Bulletin analysis of the bill, MASC General Counsel Stephen Finnegan noted that DESE is required to calculate minimum aid adjustment using the base and incremental rates in the FY2020 budget, adjusted for inflation, plus the district's enrollment multiplied by \$30. Minimum aid is therefore the greater of either the district's foundation enrollment multiplied by not less than \$30, or the minimum aid adjustment minus the previous year's Chapter 70 aid. **This ensures that no district is harmed by any changes in this bill.**)

- **Low-income census.** The updated Chapter 70 formula applies the low-income increment to students in families at or below 185% of the federal poverty level, replacing the 133% threshold used for the "economically disadvantaged" count in the past two years. For FY21, the Department will use the greater of (a) the current economically disadvantaged count obtained through our direct certification process or (b) the district's FY16 low-income percentage applied to its current foundation enrollment. Riley

says the Department is studying options for collecting updated low-income data for FY22 and beyond, and recently met with MASC Executive Director Glenn Koocher, among others, to discuss alternative strategies.

- **Special education circuit breaker.**

The act phases in the reimbursement of out-of-district transportation costs required by individualized education programs for students with disabilities. In FY21, DESE will reimburse 25% of the eligible costs incurred during the 2019-20 school year (subject, of course, to appropriation). School business managers will receive detailed instructions from the DESE School Finance office on accounting for and reporting these costs.

- **Charter school tuition costs and reimbursements.** The act does not affect charter tuition costs and reimbursements in FY20. For FY21, (a) tuition rates will begin to reflect the changes to the foundation budget rates, and (b) the act commits to funding at least 75% of the tuition reimbursement formula. The preliminary cherry sheets issued in January 2020 for FY21 will include tuition and reimbursement estimates, but remember that the final amounts can differ significantly from the initial estimates.

- **District evidence-based three-year plans.** Each superintendent, in consultation with the local school committee, must develop a three-year, evidence-based plan to address persistent disparities in achievement among student subgroups. In developing its plan, each district must consider input and recommendations from parents and other community stakeholders, including special education and English learner parent advisory councils, school improvement councils, and educators.

The law requires that DESE prescribe the form and manner of these plans, and the Department is working to finalize plan templates and guidance documents for release to districts as soon as possible. At a minimum, the plans will require each district to address four areas outlined in the new law:

- Establish targets and outcome measures for addressing persistent disparities in achievement among student subgroups;
- Identify specific evidence-based programs the district intends to implement

to effectively reduce these disparities;

- Outline how Chapter 70 funds, as well as other local, state, and federal funds, will be used to implement the plan, including information about school level spending and resources for selected student subgroups; and
- Specify ongoing plans to effectively engage families and measure family engagement efforts, including targeted plans for families of low-income students, English learners and students with disabilities.

Each district's initial three-year plan must be submitted to DESE by April 1, 2020. In addition, each district must report data annually to DESE reflecting progress made in addressing disparities in achievement among student subgroups as a result of this plan. In addition to addressing any amendments required by the Commissioner, districts may also voluntarily amend their plans to reflect changes necessary to meet district targets.

For charter schools, DESE will update the annual report and accountability plan requirements to incorporate all of the information required in the district evidence-based plans.

- **School district reserve funds.** School districts that have established reserve funds under G.L. c. 40, s. 13E (for unanticipated or unbudgeted costs of special education, out-of-district tuition, or transportation) may now also use these funds for payment of tuition to recovery high schools.

- **Twenty-First Century Education grant program.** The act establishes a new competitive grant program to address persistent disparities in achievement among student subgroups, improve educational opportunities for all students, share best practices for improving classroom learning, and support efficiencies within and across school districts. We need to await further legislative action in an appropriations bill to fund this program.

DESE will continue to update you on implementing the Student Opportunity Act. For general questions or questions specific to your district, please email: [commissioner@doe.mass.edu](mailto:commissioner@doe.mass.edu). For additional analysis of the Student Opportunity Act and its impact on school districts, refer to the November *Legislative Bulletin* prepared by MASC Counsel Stephen Finnegan which is posted on the MASC website.



*News from Commissioner Jeffrey C. Riley & the  
MA Department of Elementary and Secondary Education*

## **On the Desktop - November 27, 2019**

### **The Student Opportunity Act**

Dear Superintendents, Charter School Leaders, and Assistant Superintendents,

On November 26, Governor Baker signed into law the Student Opportunity Act (Chapter 123 of the Acts of 2019). The bill implements the recommendations of the 2015 Foundation Budget Review Commission and includes a number of other provisions to benefit our public schools. My sincere thanks to all of you who helped to frame these proposals and pushed for their enactment, and to the Legislature and the Governor for getting the job done. We have once again reaffirmed public education is cherished in the Commonwealth. It is now up to all of us to ensure we spend these substantial new funds in the way the Act intends, making certain that all of our students have access to an excellent education.

I know you all have many questions about the new law. We are working hard to fully develop the guidance, procedures, and regulations needed to implement its provisions. This message provides some initial information and guidance, with much more to follow.

- *Chapter 70.* While the Student Opportunity Act updates the formula, we are still collecting and processing the enrollment, municipal revenue, wage adjustment, and inflation data needed to calculate the state aid allotments and local contribution requirements for FY21. As always, we will provide this information to you in January, in conjunction with the release of the Governor's House 2 budget proposal.
- *Low-income census.* The updated Chapter 70 formula applies the low-income increment to students in families at or below 185 percent of the federal poverty level, replacing the 133 percent threshold used for the "economically disadvantaged" count in recent years. For FY21, we will use the greater of (a) the current economically disadvantaged count obtained through our direct certification process or (b) the district's FY16 low-income percentage applied to its current foundation enrollment. We are studying options for collecting updated low-income data for FY22 and beyond.
- *Special education circuit breaker.* The act phases in the reimbursement of out-of-district transportation costs required by individualized education programs for students with disabilities. In FY21, we will reimburse 25 percent of the eligible costs incurred during the

2019-20 school year (subject, of course, to appropriation). School business managers will receive detailed instructions from our School Finance office on accounting for and reporting these costs.

- *Charter school tuition costs and reimbursements.* The act does not affect charter tuition costs and reimbursements in FY20. For FY21, (a) tuition rates will begin to reflect the changes to the foundation budget rates, and (b) the act commits to funding at least 75 percent of the tuition reimbursement formula. The preliminary cherry sheets issued in January 2020 for FY21 will include tuition and reimbursement estimates, but please remember that the final amounts can differ significantly from the initial estimates.
- *District evidence-based three-year plans.* Each superintendent, in consultation with the local school committee, must develop a three-year, evidence-based plan to address persistent disparities in achievement among student subgroups. In developing its plan, each district must consider input and recommendations from parents and other community stakeholders, including special education and English learner parent advisory councils, school improvement councils, and educators.

The law requires that DESE prescribe the form and manner of these plans, and we are working to finalize plan templates and guidance documents for release to districts as soon as possible.

The commissioner could add more requirements at his discretion, but at a minimum, the plans will require each district to address four areas outlined in the new law:

- Establish targets and outcome measures for addressing persistent disparities in achievement among student subgroups;
- Identify specific evidence-based programs the district intends to implement to effectively reduce these disparities;
- Outline how Chapter 70 funds, as well as other local, state, and federal funds, will be used to implement the plan, including information about school level spending and resources for selected student subgroups; and
- Specify ongoing plans to effectively engage families and measure family engagement efforts, including targeted plans for families of low-income students, English learners and students with disabilities.

Each district's initial three-year plan must be submitted to DESE by April 1, 2020. Upon receiving a plan, the commissioner has the authority to require amendments from districts to ensure the plan meets the requirements of the law. Annually, each district must report data to DESE reflecting progress made in addressing disparities in achievement among student subgroups as a result of this plan. In addition to addressing any amendments required by the commissioner, districts may also voluntarily amend their plans to reflect changes necessary to meet district targets.

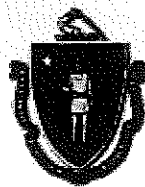
For charter schools, DESE will update the annual report and accountability plan requirements to incorporate all of the information required in the district evidence-based plans.

- *School district reserve funds.* School districts that have established reserve funds under G.L. c. 40, s. 13E (for unanticipated or unbudgeted costs of special education, out-of-district tuition, or transportation) may now also use these funds for payment of tuition to recovery high schools.
- *Twenty-First Century Education grant program.* The act establishes a new competitive grant program to address persistent disparities in achievement among student subgroups, improve educational opportunities for all students, share best practices for improving classroom learning, and support efficiencies within and across school districts. We need to await further legislative action in an appropriations bill to fund this program.

We will continue to update you on implementing the Student Opportunity Act. If you have general questions or questions specific to your district, please email [commissioner@doe.mass.edu](mailto:commissioner@doe.mass.edu), and we will follow up.

Sincerely,

Jeffrey C. Riley  
Commissioner



THE GENERAL COURT OF MASSACHUSETTS  
JOINT COMMITTEE ON EDUCATION

**Student Opportunity Act**

**Fact Sheet**

September 19, 2019

The Student Opportunity Act makes an unprecedented \$1.5 billion new investment in Massachusetts public education, ensuring public schools have adequate resources to provide a high-quality education to students across the state, regardless of zip code or income level. Assuming inflation, over time the bill could provide an estimated \$2.2 billion.

The Student Opportunity Act significantly helps school districts that serve high percentages of low-income students. At the same time, school districts across the Commonwealth will benefit from updates to the existing funding formula, along with increased state investment in other vital education aid programs such as transportation, school buildings and special education.

These new investments, coupled with policy updates, are designed to monitor and measure progress, support effective approaches to closing opportunity gaps, and deliver results for all students.

This bill modernizes the K-12 education funding and policy landscape in four areas:

1. **Fully implements the recommendations of the Foundation Budget Review Commission (FBRC) to ensure that the school funding formula provides adequate and equitable funding to all districts across the state.** Provides an estimated \$1.4 billion in new Chapter 70 aid over and above inflation when fully implemented over the next seven years. The foundation budget is updated as follows:
  - Estimates school districts' employee and retiree **health care** costs using up to date health insurance trend data collected by the state's Group Insurance Commission (GIC).

- **Increases special education** enrollment and cost assumptions to more accurately reflect district enrollment.
- **Increases funding for English learners (EL)** that is differentiated by grade level to reflect the greater resources required to educate our older EL students.
- Addresses the needs of districts educating high concentrations of **students from low-income households** by:
  - Providing additional funding based on the share of low-income students in each district; districts educating the largest percentage of low-income students will receive an additional increment equal to 100% of the base foundation;
  - Returning the definition of low-income to 185% of the Federal Poverty Level, as opposed to the 133% level that has been used in recent years.

2. **Provides additional state financial support to help public schools and communities deliver a high-quality education to every student by:**

- Increasing foundation rates for **guidance and psychological services** that will support expanded social-emotional supports and mental health services.
- Fully funding **charter tuition reimbursements**, which provide transitional aid to help districts when students leave to attend charter schools, within a three year timetable.
- Expanding the **special education circuit breaker**, which reimburses districts for extraordinary special education costs, to include transportation costs in addition to instructional costs, phased in over four years.
- Lifting the annual cap on **Massachusetts School Building Authority (MSBA)** spending for school building construction/renovation by \$150 million (from \$600 million to \$750 million), enabling more projects across the state to be accepted into the MSBA funding pipeline.

3. **Implements policy updates designed to maximize the impact of new funding in improving student outcomes and closing opportunity gaps.**

- Establishes the **21<sup>st</sup> Century Education Trust Fund** to provide flexible funding to districts and schools pursuing creative approaches to student learning and district improvement.

- School districts must develop and make publicly available **plans for closing opportunity gaps**. These plans will include specific goals and metrics to track success.
- The Secretary of Education will collect and publish data on **student preparedness in each district and high school for post-graduate success** in college and the workforce.
- Establishes a **Data Advisory Commission** to help improve the use of data at the state, district, and school levels to inform strategies that strengthen teaching, learning and resource allocation.

4. **Identifies education policy areas requiring further analysis.**

- The Department of Revenue (DOR) and DESE are directed to analyze the method of **determining required local contributions** in the Chapter 70 formula for the purpose of improving equity, predictability and accuracy.
- Establishes a **Rural Schools Commission** to investigate the unique challenges facing rural and regional school districts with low and declining enrollment. The Commission will make recommendations for further updates to help impacted districts and communities.

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION (ESE)  
MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT  
EDUCATIONAL PROFICIENCY PLAN (EPP)**

**Student:** \_\_\_\_\_ **School:** \_\_\_\_\_

**SASID:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Current Grade:** \_\_\_\_\_ **Expected Graduation Class:** \_\_\_\_\_

*In conversations with the student, explain why an Educational Proficiency Plan (EPP) is needed and the correlation between the student's future education and career goals and high school coursework. Explain that in most cases the EPP will be in effect for two years or until the student has attained proficiency in English Language Arts and mathematics.*

*School personnel should indicate the option they will use to document the student's EPP.*

- A. \_\_\_\_\_ Department (ESE) sample EPP template
- B. \_\_\_\_\_ Massachusetts Career Plan Model,  
(Available at <http://www.doe.mass.edu/hsreform/epp>, as is the sample EPP template)
- C. \_\_\_\_\_ locally developed student plan (by district/school)
- D. \_\_\_\_\_ software/web portal (e.g., Naviance, Bridges, etc.)

<b>Part I. Student's Courses/Assessments Information</b>
--

This Educational Proficiency Plan is for this/these Content Area(s) -- check those that apply:

\_\_\_\_\_ English Language Arts      \_\_\_\_\_ Mathematics

Please complete the following review using available criteria.

- A. Student high school grades from EPP content area (or all) courses (attach)
- B. Other diagnostic assessment results (attach or list here)
- C. Student or faculty input/recommendations if available (attach)

Student MCAS Pre-Educational Plan Test Data: (Access school data and print out if applicable)

	<b>ELA course and/or assessment</b>	<b>MATH course and/or assessment</b>
<b>MCAS Grade 10 results</b>		
<b>Grade 10 courses</b>		
<b>Other assessment results</b>		

<b>Courses</b>						
	<b>Mathematics</b>	<b>English</b>	<b>Social Studies</b>	<b>Science</b>	<b>Foreign/Modern Language</b>	<b>Elective/Additional Core Class</b>
<b>10<sup>th</sup> Grade</b>						
<b>11<sup>th</sup> Grade</b>						
<b>12<sup>th</sup> Grade</b>						

## Part II. Overall Student Plan (ELA)

### ENGLISH LANGUAGE ARTS

*(District personnel who piloted the template suggested that this section be filled out based on a conversation with the student regarding his/her career/job or college goals, personal interests, hobbies/clubs or sports pastimes, favorite classes, questions, and other concerns, whenever possible.)*

*What does the student see as his/her strengths in ELA in general or on the ELA MCAS test? What strengths does the advisor note?*

English Language Arts	Student's Strengths
Student	
Advisor	

*What areas of ELA in general or the ELA MCAS test were challenging, or are areas for which the student was not prepared? How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in ELA?*

English Language Arts	Challenges/Areas to Learn
Student	
Advisor	

Please note the grade appropriate courses that will help this student in moving toward proficiency in English language arts and achieving his or her postsecondary goals:

Year	English language arts Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress	Student demonstrates progress towards proficiency on the assessment
Jr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

A meeting with the student to evaluate the progress made during his/her junior year and to plan for the coursework during the senior year will take place on \_\_\_\_\_

Participants at this meeting will include \_\_\_\_\_

A meeting with the student during his/her senior year will occur on \_\_\_\_\_

Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to help him/her reach proficiency.

Letter (Date): \_\_\_\_\_ Phone (Date): \_\_\_\_\_  
In-person meeting (Date): \_\_\_\_\_ E-mail (Date): \_\_\_\_\_

Letter (Date): \_\_\_\_\_ Pone (Date): \_\_\_\_\_  
In-person meeting (Date): \_\_\_\_\_ E-mail (Date): \_\_\_\_\_

## Part II. Overall Student Plan (Math)

### MATHEMATICS

*(District personnel who piloted the template suggested that this section be filled out during a conversation with the student regarding his/her career/job or college goals, personal interests hobbies/clubs or sports pastimes, favorite classes, questions, and other concerns, whenever possible.)*

*What does the student see as his/her strengths in mathematics in general or on Mathematics MCAS test? What strengths does the advisor note?*

Mathematics	Student's Strengths
Student	
Advisor	

*What areas of mathematics in general or on the Mathematics MCAS test were challenging or are areas for which the student was not prepared? How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in mathematics?*

Mathematics	Challenges/Areas to Learn
Student	
Advisor	

Please note the grade appropriate courses that will help this student in moving toward proficiency in mathematics and achieving his or her post-secondary goals:

Year	Math Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress	Student demonstrates progress towards proficiency on the assessment
Jr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

A meeting with the student to evaluate the progress made during his/her junior year and to plan for the coursework during the senior year will take place on\_\_\_\_\_

Participants at this meeting will include\_\_\_\_\_

A meeting with the student during his/her senior year will occur on \_\_\_\_\_

Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to reach proficiency.

Letter (Date): \_\_\_\_\_  
In-person meeting (Date): \_\_\_\_\_

Phone (Date): \_\_\_\_\_  
E-mail (Date): \_\_\_\_\_

Letter (Date): \_\_\_\_\_  
In-person meeting (Date): \_\_\_\_\_

Phone (Date): \_\_\_\_\_  
E-mail (Date): \_\_\_\_\_

### PART III: Signatures

#### EPP Completion Verification Section (required):

This student has completed all requirements of his/her plan      Yes ☐ No ☐

Principal or headmaster (or designee) name (printed): \_\_\_\_\_

Principal or headmaster (or designee) signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

Student signature: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

Guidance or school advisor signature: \_\_\_\_\_

Advisor contact name: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

<b>OPTIONAL SECTION:</b> <b><i>SUPPORTS &amp; ADDITIONAL LEARNING OPPORTUNITIES</i></b>
--

List activities/programs that student is taking part in to complete and support this plan (e.g., tutoring, academic support, AVID® [Advancement Via Individual Determination], study groups, etc.):

Describe any other additional courses or supports that the student will participate in to reach or make progress toward proficiency and college and career readiness:

Identify any school or community member who will meet to encourage the student to be successful and well prepared for his or her high school and post-graduation plans.

Name: \_\_\_\_\_

Please record the type of communication (in-person meeting, email, phone, etc.) and the date:

Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____

Describe other MassCore recommended additional learning opportunities in which the student will participate:

<b>Additional Learning Opportunity</b>	<b>Grade</b>
Advanced Placement (AP)	
Capstone or Senior Project	
Dual Enrollment: courses taken for both high school and college credit	
Online course for high school or college credit	
Service Learning	
Work-based Learning	

## Curriculum and Programming WES

### **Reading (comprehension) program:**

Kdg-3 Reading Street

1 grade 4 and 1 grade 5 use Reading Street

4-6 Novel studies

### **Reading (decoding) program:**

Wilson Foundations

Wilson Reading (special education)

### **Writing program- handwriting**

K and 1 use Foundations

### **Writing Skills**

Kdg-3 Reading Street (not great)

Collins

### **Typing program**

Typing Club

### **Science**

Mystery Science

Discovery Supplements

### **Social Studies**

Time for Kids

Scholastic News

Massachusetts Textbook

Teaching Tolerance

It varies grade by grade

### **Math**

Kdg -6 Everyday Math

Special education supplements with Touchpoint

## Curriculum and Programming LES

### **Reading program**

Kdg-3: Reading Street

4-5: Reading Street and Supplemental Materials

6<sup>th</sup>: Supplemental materials

\*The overall writing components of Reading Street are weak.

### **Writing program - handwriting**

Kdg: Foundations and Writing Without Tears

1-2: Writing without Tears

### **Typing program**

### **Science**

Kdg-1: Mystery Science

2-6: Discovery Techbooks

### **Social Studies**

Time for Kids

Scholastic News

Massachusetts Textbook\

It varies grade by grade.

### **Math**

Kdg-6 Everyday Math

# MCAS SNAPSHOT 2019

**Williamstown Elementary School**

# Overall

2019 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	0	4	-
	Mathematics achievement	3	4	-	0	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	10	12	67.5	0	8	67.5
Growth	English language arts growth	3	4	-	1	4	-
	Mathematics growth	1	4	-	0	4	-
	Growth total	4	8	22.5	1	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	1	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	1	4	10.0
Weighted total		8.1	10.3	-	0.3	7.6	-
Percentage of possible points		79%		-	4%		-
Criterion-referenced target percentage		41%					

For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

# Scaled Scores

English language arts achievement - MCAS average composite scaled score - Non-high school							
About the Data							
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	512.4	512.6	0.2	513.4	237	3	Met Target
Lowest Performing	490.1	486.6	-3.5	494.2	35	0	Declined
High needs	498.6	496.1	-2.5	499.8	70	0	Declined
Econ. Disadvantaged	501.9	498.0	-3.9	502.9	44	0	Declined
EL and Former EL	-	-	-	-	2	-	-
Students w/ disabilities	490.1	488.6	-1.5	491.6	41	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	1	-	-
Afr. Amer./Black	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	9	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	512.5	512.4	-0.1	513.5	213	3	Met Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							
About the Data							
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	513.1	508.9	-4.2	514.4	237	3	Met Target
Lowest Performing	488.5	478.9	-9.6	492.2	35	0	Declined
High needs	498.4	491.3	-7.1	499.7	70	0	Declined
Econ. Disadvantaged	500.4	493.2	-7.2	501.9	44	0	Declined
EL and Former EL	-	-	-	-	2	-	-
Students w/ disabilities	490.5	484.2	-6.3	492.6	41	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	1	-	-
Afr. Amer./Black	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	9	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	513.1	508.8	-4.3	514.6	213	3	Met Target

# Growth

English language arts growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	54.9	159	3	Typical Growth - High
Lowest Performing	33.6	35	1	Low Growth
High needs	43.8	43	2	Typical Growth - Low
Econ. Disadvantaged	45.3	29	2	Typical Growth - Low
EL and Former EL	-	2	-	-
Students w/ disabilities	37.0	22	1	Low Growth
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	-	-	-
Afr. Amer./Black	-	-	-	-
Hispanic/Latino	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	54.3	140	3	Typical Growth - High

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	37.3	159	1	Low Growth
Lowest Performing	21.1	35	0	Very Low Growth
High needs	26.7	43	0	Very Low Growth
Econ. Disadvantaged	31.1	29	1	Low Growth
EL and Former EL	-	2	-	-
Students w/ disabilities	21.9	22	0	Very Low Growth
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	-	-	-
Afr. Amer./Black	-	-	-	-
Hispanic/Latino	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	36.6	140	1	Low Growth

# MCAS SNAPSHOT 2019

**Lanesborough Elementary School**

# Overall

2019 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	7	12	67.5	8	8	67.5
Growth	English language arts growth	4	4	-	3	4	-
	Mathematics growth	4	4	-	3	4	-
	Growth total	8	8	22.5	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	0	4	10.0	0	4	10.0
Weighted total		6.5	10.3	-	6.8	7.6	-
Percentage of possible points		63%		-	90%		-
Criterion-referenced target percentage				76%			

For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

# Scaled Scores

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	506.3	506.8	0.5	507.3	100	3	Met Target
Lowest Performing	483.2	488.2	5.0	487.3	20	4	Exceeded Target
High needs	497.9	497.4	-0.5	499.1	36	1	No Change
Econ. Disadvantaged	500.6	500.4	-0.2	501.6	27	1	No Change
EL and Former EL	-	-	-	-	1	-	-
Students w/ disabilities	-	-	-	-	17	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	3	-	-
Hispanic/Latino	-	-	-	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	506.2	506.1	-0.1	507.2	94	1	No Change

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	500.9	503.4	2.5	502.2	100	4	Exceeded Target
Lowest Performing	477.8	483.6	5.8	481.5	20	4	Exceeded Target
High needs	490.5	489.3	-1.2	491.8	36	0	Declined
Econ. Disadvantaged	491.0	491.0	0.0	492.5	27	1	No Change
EL and Former EL	-	-	-	-	1	-	-
Students w/ disabilities	-	-	-	-	17	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	3	-	-
Hispanic/Latino	-	-	-	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	500.8	503.1	2.3	502.3	94	4	Exceeded Target

# Scaled Scores

Science achievement - MCAS Composite Performance Index (CPI) - Non-high school						About the Data	
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	83.3	78.7	-4.6	85.5	27	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	11	-	-
Econ. Disadvantaged	-	-	-	-	8	-	-
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	-	-	-	-	6	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	1	-	-
Hispanic/Latino	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	82.8	77.9	-4.9	85.1	26	0	Declined

# Growth

English language arts growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	60.5	79	4	Exceeded Typical Growth
Lowest Performing	57.8	20	3	Typical Growth - High
High needs	57.0	31	3	Typical Growth - High
Econ. Disadvantaged	60.3	23	4	Exceeded Typical Growth
EL and Former EL	-	1	-	-
Students w/ disabilities	-	14	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	-	-	-
Afr. Amer./Black	-	2	-	-
Hispanic/Latino	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	60.1	74	4	Exceeded Typical Growth

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	67.0	79	4	Exceeded Typical Growth
Lowest Performing	54.3	20	3	Typical Growth - High
High needs	59.6	31	3	Typical Growth - High
Econ. Disadvantaged	58.9	23	3	Typical Growth - High
EL and Former EL	-	1	-	-
Students w/ disabilities	-	14	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	-	-	-
Afr. Amer./Black	-	2	-	-
Hispanic/Latino	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	67.8	74	4	Exceeded Typical Growth

# MCAS SNAPSHOT 2019

**Mount Greylock Regional School**

For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

2019 Progress toward improvement targets														
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	4	4	-	2	4	-	4	4	-	4	4	-	
	Mathematics achievement	0	4	-	0	4	-	2	4	-	2	4	-	
	Science achievement	1	4	-	-	-	-	3	4	-	4	4	-	
	Achievement total	5	12	67.5	2	8	67.5	9	12	47.5	10	12	90.0	
Growth	English language arts growth	3	4	-	3	4	-	3	4	-	-	-	-	
	Mathematics growth	0	4	-	1	4	-	2	4	-	-	-	-	
	Growth total	3	8	22.5	4	8	22.5	5	8	22.5	-	-	-	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	9	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-	-	-	-	-	-	-	
Additional indicators	Chronic absenteeism	4	4	-	0	4	-	4	4	-	4	4	-	
	Advanced coursework completion	-	-	-	-	-	-	4	4	-	-	-	-	
	Additional indicators total	4	4	10.0	0	4	10.0	8	8	10.0	4	4	10.0	
Weighted total		4.5	10.3	-	2.3	7.6	-	8.0	10.7	-	9.4	11.2	-	
Percentage of possible points		44%			30%			75%			84%			
Percentage of possible points by gradespan		37% Weight of non-high school results:39%						79% Weight of high school results:61%						
2019 Annual criterion-referenced target percentage		63%												

# Scaled Scores ELA

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	518.9	514.4	-4.5	519.9	207	4	Exceeded Target
Lowest Performing	488.6	491.7	3.1	492.7	22	2	Improved Below Target
High needs	-	-	-	-	55	-	-
Econ. Disadvantaged	-	-	-	-	35	-	-
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	-	-	-	-	30	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	7	-	-
Afr. Amer./Black	-	-	-	-	5	-	-
Hispanic/Latino	-	-	-	-	3	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	518.3	514.5	-3.8	519.3	190	4	Exceeded Target

English language arts achievement - MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	98.5	99.4	0.9	99.9	83	4	Exceeded Target
Lowest Performing	93.8	100.0	6.2	95.8	20	4	Exceeded Target
High needs	-	-	-	-	25	-	-
Econ. Disadvantaged	-	-	-	-	14	-	-
EL and Former EL	-	-	-	-	1	-	-
Students w/ disabilities	-	-	-	-	18	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	1	-	-
Afr. Amer./Black	-	-	-	-	2	-	-
Hispanic/Latino	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	98.6	100.0	1.4	100.0	68	4	Exceeded Target

# Scaled Scores Math

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data	
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason	
All Students	505.8	501.9	-3.9	507.1	206	0	Declined	
Lowest Performing	487.2	485.5	-1.7	490.9	22	0	Declined	
High needs	-	-	-	-	54	-	-	
Econ. Disadvantaged	-	-	-	-	35	-	-	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	-	-	-	-	29	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	7	-	-	
Afr. Amer./Black	-	-	-	-	5	-	-	
Hispanic/Latino	-	-	-	-	3	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	505.0	502.2	-2.8	506.5	189	0	Declined	

Mathematics achievement - MCAS Composite Performance Index (CPI) - High school							About the Data	
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason	
All Students	95.6	96.0	0.4	97.3	82	2	Improved Below Target	
Lowest Performing	82.5	83.8	1.3	85.2	20	2	Improved Below Target	
High needs	-	-	-	-	25	-	-	
Econ. Disadvantaged	-	-	-	-	14	-	-	
EL and Former EL	-	-	-	-	1	-	-	
Students w/ disabilities	-	-	-	-	18	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	1	-	-	
Afr. Amer./Black	-	-	-	-	2	-	-	
Hispanic/Latino	-	-	-	-	5	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	96.5	96.6	0.1	98.2	67	2	Improved Below Target	

# Scaled Scores Science Technology Engineering

Science achievement - MCAS Composite Performance Index (CPI) - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	81.5	79.7	-1.8	83.7	90	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	17	-	-
Econ. Disadvantaged	-	-	-	-	12	-	-
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	-	-	-	-	10	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	6	-	-
Afr. Amer./Black	-	-	-	-	3	-	-
Hispanic/Latino	-	-	-	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	80.4	80.1	-0.3	82.7	78	1	No Change

Science achievement - MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	91.3	92.8	1.5	93.0	83	3	Met Target
Lowest Performing	67.5	76.3	8.8	71.0	20	4	Exceeded Target
High needs	-	-	-	-	25	-	-
Econ. Disadvantaged	-	-	-	-	14	-	-
EL and Former EL	-	-	-	-	1	-	-
Students w/ disabilities	-	-	-	-	18	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	1	-	-
Afr. Amer./Black	-	-	-	-	2	-	-
Hispanic/Latino	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	91.9	93.8	1.9	93.8	69	3	Met Target

# Growth ELA

English language arts growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	55.2	197	3	Typical Growth - High
Lowest Performing	51.0	22	3	Typical Growth - High
High needs	-	52	-	-
Econ. Disadvantaged	-	34	-	-
EL and Former EL	-	-	-	-
Students w/ disabilities	-	27	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	6	-	-
Afr. Amer./Black	-	5	-	-
Hispanic/Latino	-	3	-	-
Multi-race, Non-Hisp./Lat.	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	55.1	181	3	Typical Growth - High

English language arts growth - High school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	51.2	74	3	Typical Growth - High
Lowest Performing	-	19	-	-
High needs	-	22	-	-
Econ. Disadvantaged	-	12	-	-
EL and Former EL	-	-	-	-
Students w/ disabilities	-	15	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	1	-	-
Afr. Amer./Black	-	1	-	-
Hispanic/Latino	-	4	-	-
Multi-race, Non-Hisp./Lat.	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	52.0	62	3	Typical Growth - High

# Growth Math

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	27.8	197	0	Very Low Growth
Lowest Performing	31.3	22	1	Low Growth
High needs	-	52	-	-
Econ. Disadvantaged	-	35	-	-
EL and Former EL	-	-	-	-
Students w/ disabilities	-	27	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	6	-	-
Afr. Amer./Black	-	5	-	-
Hispanic/Latino	-	3	-	-
Multi-race, Non-Hisp./Lat.	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	27.6	181	0	Very Low Growth

Mathematics growth - High school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	49.0	73	2	Typical Growth - Low
Lowest Performing	-	19	-	-
High needs	-	22	-	-
Econ. Disadvantaged	-	12	-	-
EL and Former EL	-	-	-	-
Students w/ disabilities	-	15	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	1	-	-
Afr. Amer./Black	-	1	-	-
Hispanic/Latino	-	4	-	-
Multi-race, Non-Hisp./Lat.	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	50.8	61	3	Typical Growth - High

# Growth Math

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	27.8	197	0	Very Low Growth
Lowest Performing	31.3	22	1	Low Growth
High needs	-	52	-	-
Econ. Disadvantaged	-	35	-	-
EL and Former EL	-	-	-	-
Students w/ disabilities	-	27	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	6	-	-
Afr. Amer./Black	-	5	-	-
Hispanic/Latino	-	3	-	-
Multi-race, Non-Hisp./Lat.	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	27.6	181	0	Very Low Growth

Mathematics growth - High school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	49.0	73	2	Typical Growth - Low
Lowest Performing	-	19	-	-
High needs	-	22	-	-
Econ. Disadvantaged	-	12	-	-
EL and Former EL	-	-	-	-
Students w/ disabilities	-	15	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	1	-	-
Afr. Amer./Black	-	1	-	-
Hispanic/Latino	-	4	-	-
Multi-race, Non-Hisp./Lat.	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	50.8	61	3	Typical Growth - High

## MassCore Framework

### Massachusetts High School Program of Studies

SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of <b>Computer Science</b> that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of <b>Computer Science</b> that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History.
Foreign Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

\*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

\*\* Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

\*\*\* districts may designate students with demonstrated fluency and literacy in language(s) other than English as meeting the MassCore recommendations for foreign language

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

# MassCore Framework, State Admissions Standard and MGRS Graduation Requirements

## Comparison of 2019

	<b>MassCore</b>	<b>Mass State Admission Standards</b>	<b>Mount Greylock Regional School</b>
<b>English Language Arts</b>	4 Years	4 Years	4 Years
<b>Mathematics</b>	4 Years: including completion of Algebra II or Integrated Math Equivalent. Senior year Math or CS course recommended.	4 Years: including Algebra I and II and Geometry or Trig including math in the senior year. CS may be considered	3 Years: including Algebra I, Algebra II and Geometry (Students must pass a course in Algebra and Geometry or its equivalent)
<b>Science</b>	3 Years of lab-based science. CS may be substituted if it included rigorous scientific concepts and aligns with DLCS	3 Years of lab-based science (drawn from natural science, physical science, and tech/engineering. CS may be considered based on the inclusion of rigorous science concepts and topics.	3 Years of lab-based science
<b>History and Social Studies</b>	3 Years including U.S. History and World History	2 Years including U.S. History	3 Years including 1 year U.S. History. All electives semester courses except Honors and AP courses
<b>Foreign (World) Language</b>	2 Years of the same language	2 Years of the same language	
<b>Physical Education</b>	As required by law	-	Health- One semester Wellness - One-year 9th grade. One semester per year 10-12
<b>Art</b>	1 Year	-	
<b>Additional Core Courses</b>	5 Years	2 Years (from the above subjects or from the arts and humanities or computer science)	

# Mount Greylock Program of Study AY2021 Anticipated Changes

## DRAFT

### MG vis-a-vis MassCore Graduation Requirements

#### COURSE DISTRIBUTION REQUIREMENTS (CURRENT REQUIREMENTS)

<b>English</b>	Forty (40) credits
<b>Social Studies</b>	Thirty (30) credits {ten (10) credits must be in United States history}
<b>Mathematics</b>	Thirty (30) credits {Students must pass a course in algebra and geometry or their equivalents}
<b>Science</b>	Thirty (30) credits
<b>Wellness</b>	Eighteen (18) credits {15 credits in wellness and 3 credits in health}

#### COURSE DISTRIBUTION REQUIREMENTS (BASED ON MASSCORE)

<b>English</b>	Forty (40) credits
<b>Social Studies</b>	Thirty (30) credits {ten (10) credits must be in United States with ten (10) in world history}
<b>Mathematics</b>	Forty (40) credits {Students must pass courses in algebra, geometry, as well as algebra II or integrated math or their equivalents}
<b>Science</b>	Thirty (30) credits in lab science courses
<b>Wellness</b>	Eighteen (18) credits {15 credits in wellness and 3 credits in health}
<b>Arts</b>	Ten (10) credits in visual or performing arts
<b>Language</b>	Twenty (20) credits in two years of the same language

### MCAS Competency Determination

Scores required for the class of 2021 are adjusted based on the Next Generation MCAS's scoring bands.

### Graduation Requirements

With adherence to MassCore, the noted graduation requirements would need to be changed; a sample is noted.

#### Math

Introduction to College Math has been changed to Introduction to Model Mathematics. This integrated math class would be well-suited for students who completed Algebra II but need to strengthen their math skills before entering college.

Continued conversations regarding student needs has prompted a change to semester-long classes H Statistics and H Math Methods for Business; they will be redesigned to be classified as college prep courses rather than honors.

Mount Greylock will return to offering AP Calculus AB with the option for independent study with the teacher if a student wishes to take the BC section of the AP exam. We will not offer AP Calculus BC as a class.

### **Science**

DESE's elimination of the chemistry MCAS test prompts us to shift biology to 10th grade and chemistry to 11th grade, which will necessitate that one year of biology be offered to both the 10th and 11th graders. This will have budget implications re: texts; we will purchase a single year of the online subscription to supplement our existing subscription.

Costs for biology lab supplies will be largely offset by the elimination of chemistry lab supplies. The increased number of biology sections could allow us to diversify the levels of rigor (developmental - college prep -- honors).

With the Class of 2024 moving through 9th grade, we plan to focus resources on physics, the 9th grade MCAS-connected course and not offer Engineering or Robotics, which would have been a new course to pair with Engineering.

### **Social Studies**

Mount Greylock is returning to the original intent of the semester-long, thematic world history electives to two grades: Movement and Migration/Industrialization and Urbanization (10th and 11th) and Subject to Citizen/Global Citizenship (11th and 12th).

The Vietnam elective will focus more broadly on all the political, civil and social events in the 1960's. The Vietnam Conflict will no longer anchor the course.

### **Arts, Technology and Business Administration**

Arts, Technology and Business Administration classes have been bundled and then divided into subcategories for easy reading. Photography and video production-based classes have been put into their own Media Arts sub-category to coordinate better with the 2019 Arts Curriculum Frameworks. It should be noted that recognized as an arts discipline, Media Arts meets MassCore.

A quarter-long course of Personal Finance will be added the Wellness 9 suite. All students in grade 9 will have a quarter of Health 9 and Personal Finance and two quarters of Physical Education.

A new computer science course will be introduced to bridge between Exploring Computer Science and AP Computer Science Principles. A pathway for computer science study is [here](#).

The Middle School enrichment program will include a coding quarter-long class next year.

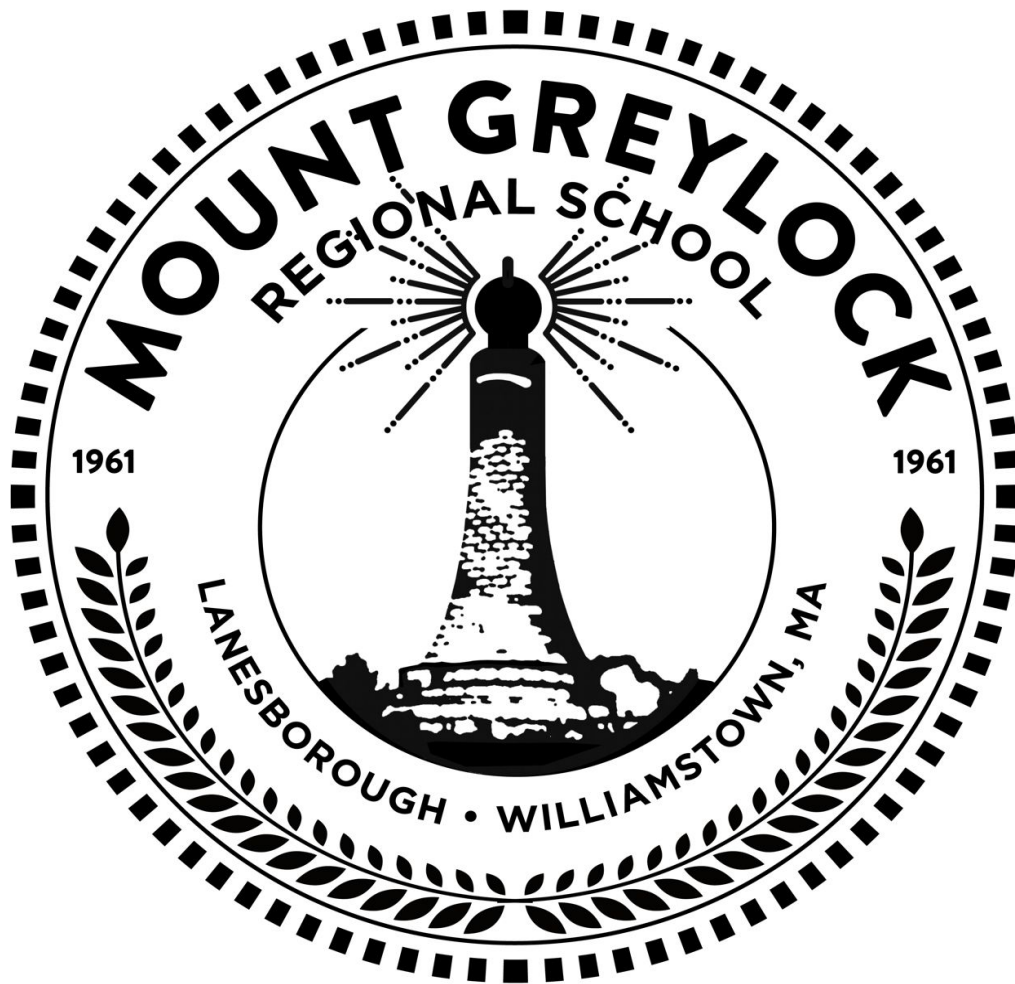
**World Language**

We are offering Latin I in the HS again this year, mostly because of the huge numbers in Spanish and in consideration of those who may wish to try a different language. We have not had the numbers to support students beginning Latin in HS, but that means we only have one language if students looking to start a language in HS. While not obvious, Latin can be a very accessible language (more so than a spoken language) to students with language processing challenges.

Spanish IB will continue for students not quite ready for Spanish II after middle school. If MassCore is adopted, we may add Spanish IA with the understanding that Spanish 1A and Spanish IB will be new graduation requirements. To better differentiate, they may be called Spanish A and Spanish B.

# ANTICIPATED PROGRAM OF STUDY 2020 - 2021

DRAFT AS OF 1/9/2020



MOUNT GREYLOCK REGIONAL SCHOOL

1781 COLD SPRING ROAD  
WILLIAMSTOWN, MA 01267  
413-458-9582

[www.mgrhs.org](http://www.mgrhs.org)

*THE GREYLOCK WAY ~ INTEGRITY, RESPONSIBILITY, PERSEVERANCE*

## **TABLE OF CONTENTS**

The Greylock Way and Academic/Social & Civic Expectations	p. 3
Students' Protection Against Discrimination	p. 3
 The Rights of Students with a Disability	 p. 4
The Rights of Students with Special Needs	p. 4
 Graduation Requirements for the High School Diploma	 p. 4
Course Distribution Requirements	p. 5
Course Selection Process	p. 5
 Open Enrollment Policy	 p. 5
Requirements for College Admission	p. 5
Grade Point Average	p. 6
The Marking System	p. 6
 Eligibility List	 p. 7
Credit Guidelines for Determining Class Status	p. 8
Course Scheduling	p. 8
Add/Drop Rule	p. 8
 Course Make-Up (Summer School)	 p. 8
 Advanced Placement Courses	 p. 9
Protocol for Course Advancement	p. 10
 Mount Greylock Course Selection Sequence	 p. 11
 Academic Departments	
English	p. 11
Mathematics	p. 16
Science	p. 20
Social Studies	p. 24
Arts, Business Administration and Technology	p. 28
World Language	p. 31
Wellness	p. 34
Special Education/Student Support Services	p. 41
Additional Electives	p. 43
 Independent and Experiential Learning	 p. 44
Contact information	p. 47
Appendix A – Time Management Worksheet	p. 48
Appendix B – Middle School Programs of Study	p. 50

## **MOUNT GREYLOCK REGIONAL SCHOOL**

### **Vision**

We are a community of engaged, diverse learners and mentors who seek to challenge ourselves academically and socially to contribute to a rapidly shifting world. Individually and collaboratively, we create an environment where the characteristics of responsibility, integrity and perseverance are fostered and practiced by all.

### **The Greylock Way ~ Integrity, Responsibility, Perseverance**

#### **Academic Expectations**

*All members of the Mount Greylock Community will:*

- Read, write, speak and listen effectively and thoughtfully
- Solve problems creatively
- Demonstrate global awareness
- Pursue knowledge with initiative and curiosity

#### **Social and Civic Expectations**

*All members of the Mount Greylock Community will:*

- Engage as responsible local and global citizens
- Make informed healthful decisions
- Appreciate diverse perspectives

## **STUDENTS' PROTECTION AGAINST DISCRIMINATION**

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

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

In accordance with M.G.L. c. 76 § 5, the Board of Education's regulations, and the established policies of the Mount Greylock School Committee, Mount Greylock endeavors to ensure that all aspects of public education in the district are open and available to students of both sexes, to members of every minority group, and to all others protected by M.G.L. c. 76 § 5 and other civil rights legislation. A student or the parent or guardian of a student who believes that she or he has been the victim of illegal discrimination should report that discrimination to a building Principal or

to Mount Greylock's designated civil rights coordinator. The civil rights and Title IX coordinator is the Assistant Principal, 1781 Cold Spring Road, Williamstown, MA 01267, phone (413) 458-9582 x 102.

### **THE RIGHTS OF STUDENTS WITH A DISABILITY**

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

In accordance with § 504, the Federal regulations that implement it (34 C.F.R. Part 104), and the established policies of the Mount Greylock School Committee, the district endeavors to ensure that all aspects of public education at Mount Greylock are open and available to students with disabilities. A student or the parent or guardian of a student who believes that she or he has been the victim of illegal discrimination because of a disability should report that discrimination to the Principal, as the § 504 coordinator. The 504 coordinator is Mary MacDonald, Principal, located at 1781 Cold Spring Road, Williamstown, MA 01267, phone (413) 458-9582 x102.

### **THE RIGHTS OF STUDENTS WITH SPECIAL NEEDS**

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

Detailed information on the rights of students and their parents or guardians under the I.D.E.A. and Massachusetts law are available from Mount Greylock's Director of Pupil Personnel Services, 1781 Cold Spring Road, Williamstown, MA 01267; phone (413) 458-9582 x164.

### **GRADUATION REQUIREMENTS FOR THE HIGH SCHOOL DIPLOMA**

To graduate, students must be in attendance for at least all of semester II of the 12<sup>th</sup> grade year unless prior approval of the Principal is given. Attainment of two hundred and thirty four (234) credits with a grade of "D-" or higher is required. In addition to meeting the required credit total and course distribution requirements, students are required to pass the MCAS tests or apply for an appeal with DESE. The MCAS Performance Appeals process was established in 2002 to provide eligible high school students who have been unable to pass the required MCAS tests an additional opportunity to demonstrate through their course work that they meet or exceed the state's Competency Determination (CD) standard in order to earn a high school diploma.

To earn a CD, students in the classes of 2021 and 2022 must achieve a scaled score of at least 472 on the grade 10 Next Generation MCAS English Language Arts (ELA) or a score between 455 and 471 plus fulfill the requirements of an Educational Proficiency Plan (EPP). Further, they must earn a scaled score of at least 486 on the grade 10 Next Generation Mathematics tests or a score between 469 and 485 plus fulfill the requirements of an EPP. Finally, students must earn a scaled score of at least 220 on a high school MCAS Science and Technology/Engineering test in one of three subjects (biology, chemistry, introductory physics). Please refer to [www.doe.mass.edu/mcas/graduation.html](http://www.doe.mass.edu/mcas/graduation.html) for more information about graduation requirements and the Department's EPP website for more information about EPPs. Students graduating in years subsequent to 2022 will be subject to slightly different expectations still to be determined by the Department.

#### **COURSE DISTRIBUTION REQUIREMENTS (CURRENT REQUIREMENTS)**

<b>English</b>	Forty (40) credits
<b>Social Studies</b>	Thirty (30) credits {ten (10) credits must be in United States history}
<b>Mathematics</b>	Thirty (30) credits {Students must pass a course in algebra and geometry or their equivalents}
<b>Science</b>	Thirty (30) credits
<b>Wellness</b>	Eighteen (18) credits {15 credits in wellness and 3 credits in health}

#### **COURSE DISTRIBUTION REQUIREMENTS (BASED ON MASSCORE)**

<b>English</b>	Forty (40) credits
<b>Social Studies</b>	Thirty (30) credits {ten (10) credits must be in United States with ten (10) in world history}
<b>Mathematics</b>	Forty (40) credits {Students must pass courses in algebra, geometry, as well as algebra II or integrated math or thier equivalents}
<b>Science</b>	Thirty (30) credits in lab science courses
<b>Wellness</b>	Eighteen (18) credits {15 credits in wellness and 3 credits in health}
<b>Arts</b>	Ten (10) credits in visual or performing arts
<b>Language</b>	Twenty (20) credits in two years of the same language

#### **COURSE SELECTION PROCESS**

The Principal and school counselors schedule class meetings to review the Program of Study and hand out Course Selection Forms. Students then have the opportunity to ask questions about electives and other matters pertaining to the course selection process. Further, an evening session is scheduled for parents and guardians of new and current students to provide information so that students can make better scheduling decisions.

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

## OPEN ENROLLMENT POLICY

Within the parameters of the requirements for each individual course, students have the opportunity to select which level of coursework (college preparatory, honors, or Advanced Placement) they enroll in for the year. Students make an informed decision with input from teachers, parents, and school counselors as to which courses are in his or her best interest to take. Students interested in pursuing AP and other college-level courses will be required to complete a time management worksheet to submit with their course requests. Students should be aware that it may be difficult to make schedule changes if they are unable to perform at the expected level in which they are enrolled and may need to take measures to ensure that they have the proper support to continue in the more rigorous schedule or endure a schedule change mid-year. Students should also understand that where classes have enrollment caps, the most senior students will be given preference for enrollment.

## REQUIREMENTS FOR COLLEGE ADMISSION

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

## GRADE POINT AVERAGE

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

## THE MARKING SYSTEM

Students receive "P" for satisfactory work or "F" for unsatisfactory work in the following standard courses: *Work-Based Learning, select Independent Studies, Stained Glass, Advanced Stained Glass, Homework Support, Teacher Assistant, Work Study, Adaptive Art, Adaptive Physical Education, Adaptive Music, Community Skills, Life Skills, Pre-Vocational and Community-Based Education, Peer Team, and Peer Tutoring.*

Grade Equivalency/ Grade Weight System				
Grade		A.P	Honors	College Prep
A+	97-100	4.8	4.6	4.3
A	93-96	4.5	4.3	4.0
A-	90-92	4.2	4.0	3.7
B+	87-89	3.8	3.6	3.3

<b>B</b>	83-86	3.5	3.3	3.0
<b>B-</b>	80-82	3.2	3.0	2.7
<b>C+</b>	77-79	2.8	2.6	2.3
<b>C</b>	73-76	2.5	2.3	2.0
<b>C-</b>	70-72	2.2	2.0	1.7
<b>D+</b>	67-69	1.8	1.6	1.3
<b>D</b>	63-66	1.5	1.3	1.0
<b>D-</b>	60-62	1.2	1.0	0.7
<b>F</b>	59 and below	0	0	0

<b>P</b>	Pass	For courses with a P/F designation, students receive a passing grade for satisfactory work.
<b>F</b>	Fail	For courses with a P/F designation, students receive a failing grade for unsatisfactory work.
<b>I</b>	Incomplete -- No Grade	An Incomplete is issued when a student has not completed work in a given class by the end of the marking period. A student has ten school days from the end of the marking period to make-up missed work. A final grade is awarded at the end of the ten-day period. Incomplete grades affect honor roll determination and athletic eligibility.
<b>ME</b>	Medical Excuse -- No Grade	ME is issued when a student is medically excused from class. Documentation is required.
<b>WP</b>	Withdrawal Pass	Student is passing at the time of course withdrawal, however, no credit is received.
<b>WF</b>	Withdrawal Fail	Student is not passing at the time of course withdrawal, and no credit is received.

## QUARTERLY LETTER GRADES

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

## YEAR GRADE

The year grade in a full-year core course equals the first semester grade at three-sevenths plus the second semester grade at three-sevenths plus the final examination grade at one-seventh. If a mid-term examination is administered, it is factored into the final exam one-seventh figure. All parents and students are urged to schedule meetings with teachers whenever they have questions about grades. Counselors may be asked to assist students or teachers when there are problems related to grades.

## ELIGIBILITY LIST

A student who fails two (2) courses is ineligible for interscholastic athletic participation and co-curricular programs for the following quarter. (Note: Any "incomplete" in a course is treated as

a failing grade until the work is made up and a grade is posted.) The student must also meet all other MIAA requirements for eligibility. Students wishing to participate in co-curricular activities need to pass the equivalent of four core courses in the previous quarter to be eligible for activities in the 2nd, 3rd, and 4th quarter. Students need to pass the equivalent of four year-long courses during the previous academic year to participate in 1st quarter activities.

## CREDITS

Credits are allocated on the basis of ten (10) credits for a regular course meeting daily for the full year. A one-semester course meeting daily earns five (5) credits. Health and wellness accrue at three (3) credits per semester. These guidelines are applied to courses for which students might be cross-registered at a college or university. *A student may experience a loss of credit as per the Mount Greylock Attendance Policy. Please refer to the student handbook for more information.* Students who transfer out of the district during the school year will receive withdraw passing (WP) or withdraw failing (WF) as a final grade on their transcript for all incomplete courses. Students will only receive a final grade and earn credits for semester courses that were completed prior to disenrollment. A student's receiving district will be responsible for issuing final grades and credit earned at year-end.

## CREDIT GUIDELINES FOR DETERMINING CLASS STATUS

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

## COURSE SCHEDULING

All courses offered in a specific year are subject to minimum enrollment. All students are required to be fully scheduled. In courses open to more than one grade level, preference is given to seniors, juniors, sophomores, and ninth grade, in that order.

## ADD/DROP RULE

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

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

### **After the three-day add/drop period, if a course is dropped:**

-No credit is given.

-A final grade of WP/WF (Withdraw Pass/Withdraw Fail) appears on the transcript only after the quarter grade has been posted.

*\*The **three**-day add/drop period does not apply to level changes recommended by a student's teacher in consultation with the students counselor. These changes may occur throughout the year. In most cases, grades earned in the first course are averaged with the new course's grade.*

### **COURSE MAKE-UP (Summer School)**

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

Repeat the course successfully in the next academic year;

**Or**

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

**Or**

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

**Or**

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

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

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

Students failing English or mathematics for the year must make up the work at the summer session immediately following the year of failure or arrange specific make-up plans with the guidance office at the close of the school year. Failure to do so results in the repetition of the English or math course the following year. Please note that Mount Greylock does not guarantee that it will offer a summer school session.

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

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

### **ADVANCED PLACEMENT COURSES**

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

discussing options with their school counselor. Students wishing to enroll in AP courses are required to complete a time management worksheet to submit with their course request form.

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

### **DUAL ENROLLMENT WITH LOCAL COLLEGES**

Mount Greylock has developed a number of relationships with local institutions, including Berkshire Community College, Massachusetts College of Liberal Arts, and Williams College. Students who meet each institution's specific requirements may seek enrollment in designated courses at the college, where they will receive dual enrollment status, earning credit at both the college and at Mount Greylock. Grades achieved for college courses are weighted in the same manner as AP courses. Periodically, Mount Greylock also offers college classes on the Mount Greylock campus that are eligible for dual enrollment. Students interested in these opportunities should confer with their school counselors and complete the required time management worksheet when submitting their course request form.

### **PROTOCOL FOR COURSE ADVANCEMENT**

In order to accommodate the rare instance in which a student is best served by doing an independent study during the summer and passing a related final exam with a target grade of 88% or better, the district has established this Protocol for Course Advancement. There are no graduation credits or grade given for the course completed independently. It is not counted in the student's GPA, nor does it appear on the student's transcript. If successfully completed, it provides an opportunity for the student to advance to the next course. *Each department determines which courses can or cannot be done independently.* The final decision to approve course advancement is the Principal's in consultation with the appropriate curriculum leader and school counselor.

#### **Procedure:**

- Step 1: No later than June 1, students along with parents or guardians submit to the school counselor a written proposal requesting course advancement. A form is available from school counselors. The proposal includes a plan for learning the skill set of the course.
- Step 2: The appropriate curriculum leader and school counselor meet with the parents/guardians and student to establish parameters for the independent course.
- Step 3: A contract is drawn up delineating the requirements that the student must meet and timelines for these requirements. The particulars of the contract vary from department to department depending on the course, its skill set, and its foundation for subsequent courses. *The principal **must** sign the contract.*
- Step 4: Upon completion of the contract, the student takes a final assessment prior to the beginning of school on a date established by administration. Students must score 88% or

better on the final assessment. Administration will schedule exam days, communicate via the school website, and make arrangements with teachers to grade the assessments.

Step 5: The principal and counselors are notified by the teacher of the outcome of the assessment. Students who fail to achieve 88% are scheduled into the course that he/she attempted to bypass with the independent study. The teacher notifies the school counselor who makes the appropriate schedule changes.

*There will be no independent course advancement approved for Algebra I or Honors Pre-Calculus, both of which are foundational courses.*

### **MOUNT GREYLOCK COURSE SELECTION SEQUENCE**

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

	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>English</b>	English 9	English 10	English 11 Elements of English I/II	English 12 H JRR Tolkien Elements of English I/II
<b>Science</b>	Physics	Biology	Biology (AY20/21) Chemistry (AY21/22 and onward) Science Electives	Science Electives
<b>Social Studies</b>	America in the World (US History)	*Migration & Movement *Industrialization & Urbanization	*Subject to Citizen *Global Citizenship	Social Studies Electives
<b>Mathematics</b>	Algebra I	Geometry	Algebra II H. Math Methods for Business/H. Statistics	Pre-Calculus Honors Pre-Calculus Intro to Model Mathematics III Math Methods for Business/Statistics (or Calculus?)
<b>Wellness</b>	Wellness	Wellness/Health	Wellness	Wellness
<b>Electives</b>	World Language & Other Electives	World Language & Other Electives	World Language & Other Electives	World Language & Other Electives

Students need four years of English (40 credits) to graduate from Mount Greylock. College Prep and Honors level English classes are offered in grades 9 - 12, and Advanced Placement English classes are also offered in grades 11 and 12. Students in grades 11 and 12 who are struggling to succeed in the College Prep curriculum may discuss with their guidance counselors the option of enrolling in the 11/12 Elements of English class, which is an individualized class in which students work closely with an instructor on general literacy skills. Teachers of all classes strive to help students progress as self-directed learners who can communicate clearly and articulately, who can work well with their classmates and the school community, and who can reflect on, and assess, the effectiveness of their and other's work.

The English department makes recommendations for course levels. With regard to rising ninth graders, who will, for the first time, have the opportunity to enroll in an honors level English class, a 90% average or higher in English 8 is recommended for placement in the Honors English 9 class. For Honors English 10 students, who will, for the first time, have the choice of signing up for an Advanced Placement level English class, a 93% average or higher is recommended for placement in the AP Language and Composition class.

All students of English are expected to complete reading assignments during the summer months. Students are notified of the assigned book titles in the spring. This list is also on the school's website, in area bookstores, in the school's guidance office, and in area libraries. The required reading becomes the basis for the first weeks of class work in September. Advanced Placement students have a greater number of required readings specific to the courses; they must be completed by the time school begins.

<b>Required:</b>	<b>40 Credits</b>
English 9/Honors English 9	
English 10/Honors English 10	
English 11/Honors English 11 <b>OR</b> Elements of English I/II <b>OR</b> AP English Language & Composition	
English 12/Honors English 12 <b>OR</b> Elements of English I/II <b>OR</b> AP English Literature & Composition	
<b>OR</b> Honors J.R.R. Tolkien and the Pursuit of the Modern Myth	
<b>Electives</b> (Not all of the elective courses are offered every year):	
*Creative Writing	
*The Graphic Novel	
*Baseball's Life Lessons	

\*indicates a semester course

### **ENGLISH 9 (01051-110)**

**10 Credits**

In this course, students will focus on carefully reading various texts and writing about their insights in the literary analysis essay format. They will complete short and long research assignments, practicing their ability to find and cite reliable sources using MLA guidelines. Students will also be expected to hone their oral presentation skills during various units of study. Texts include *Far From the Tree*, *Of Mice and Men*, *Romeo and Juliet*, *Lord of the Flies*, *Positive*, *To Kill a Mockingbird*, and *Bully* (a documentary). Students will also read a variety of short stories, poems, and non-fiction articles that will vary from year to year. Students will write analytical essays, both out of class and in class, as formative and summative assessments for literary units. They will write narrative essays and a research paper as well as informal journal responses to texts. In general, students can expect

to write two to three formal essays per quarter. They will be graded for structure, ideas, and grammar. They will also complete several shorter responses to texts and articles discussed in class. Students will have weekly vocabulary and grammar quizzes and will have tests and quizzes based on texts being read throughout the year. Students should expect homework three or four nights per week.

#### **HONORS ENGLISH 9 (01051-110H)**

**10 Credits**

The ninth grade honors course covers all of the content included in the previous description but moves at a brisker pace with some additional texts and assignments, and students are expected to work more independently. In addition, students will participate in seminar discussion, will be expected to write longer papers with more sources, and should expect homework five nights per week.

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

**10 Credits**

In this course, students will focus on mastering the standard 5-paragraph thesis-driven essay, with special emphasis on supporting arguments with higher-order thinking and with well-selected and well-cited evidence from primary sources. Students engage with depictions of other cultures and with abstract concepts such as alienation, otherness, and cultural identification. Texts include *Persepolis*, *Macbeth*, *Things Fall Apart*, as well as short fiction and poetry including “The Bet,” “A Piece of String,” “Metonymy or the Husband’s Revenge,” “Emma Zunz,” “Like the Sun,” “The Second Coming,” and a number of British Romantic poems. Students will complete a four-part International Exploration project that includes an essay based on an independently-read book, a creative travel journal and scrapbook, a large research paper, and a movie review. Additionally, they will work in a literature circle near the end of the school year, as well as a “song/poem” presentation. In general, students can expect to complete two to three major graded writing assignments per quarter as well as regular shorter writing assignments, the majority of which will be analytical with occasional persuasive and narrative tasks.

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

**10 Credits**

In this course, students will focus on mastering the analytical essay about literature, particularly by supporting arguments with higher-order thinking and with well-selected and well-cited evidence from primary sources. Students engage particularly with depictions of other cultures and with abstract concepts such as alienation, otherness, cultural identification, and globalization. Texts include *The White Tiger* by Avarind Adiga, *Persepolis* by Marjane Satrapi, *Othello* by William Shakespeare, *Things Fall Apart* by Chinua Achebe, *Their Eyes Were Watching God* by Zora Neale Hurston, selected stories from *Interpreter of Maladies* by Jhumpa Lahiri, and poems focusing the themes listed above. Students will write analytical essays on the texts, a major research essay, as well as short stories, creative nonfiction, and poetry. Students can expect to complete two to three major graded writing assignments per quarter as well as regular shorter writing assignments, the majority of which will be analytical with occasional persuasive and narrative tasks. Students will also have regular reading assignments to complete at home.

#### **ENGLISH 11 (01052 – 130)**

**10 Credits**

In this course, students will focus on refining the thesis driven analytical essay while paying special attention to the relationships between structural choices and meaning. Students will be encouraged to take more risks with idea development and to craft essays that are organized around those ideas. Texts include *Between The World And Me*, *A Visit from the Goon Squad*, *The Things They Carried*, *Restrepo* (film), *The Great Gatsby*, persuasive essays, op-ed pieces,

contemporary long nonfiction works (long reads). Students will write rhetorical analyses of essays and fiction; literary analyses; a research paper involving synthesis of different types of primary and secondary sources; personal creative nonfiction (including the college essay). In general, students can expect to complete two to three major graded writing assignments per quarter as well as regular shorter writing assignments, the majority of which will be analytical with occasional persuasive and narrative tasks.

**HONORS ENGLISH 11 (01052 – 130H)**

**10 Credits**

The eleventh grade honors course covers all of the content included in the previous description. In addition, students will read some additional texts, write and develop ideas more independently, and use fewer prescribed frameworks.

**AP ENGLISH LANGUAGE and COMPOSITION - Grade 11 (01005-190)**

**10 Credits**

Students in the Advanced Placement English Language and Composition course study and practice a variety of writing styles with special emphasis on rhetorical analysis and persuasive writing. Students will read similar texts and work toward similar goals as do students in the honors class, but this course focuses specifically on developing the skills necessary to master the three essay tasks that make up the writing portion of the AP Language and Composition exam: rhetorical analysis, argument, and synthesis. To this end, this course focuses primarily on analytic and argumentative texts, as opposed to previous English classes, which focused primarily on literary texts. Students will read and write texts designed to inquire, to explain, to criticize, and to persuade in a variety of rhetorical situations. The first half of the year is geared toward introducing and practicing the skills necessary for rhetorical analysis and learning various frameworks for constructing and analyzing arguments. In the second half of the year, students will write weekly timed essays as they hone their analytical and persuasive writing skills. In this approach to the study and practice of written language, the primary focus of inquiry is on the writer's rhetorical function.

Students are required to take the AP English Literature and Composition examination in May.

**ELEMENTS OF ENGLISH - Grades 11 and 12 - I (10019 - 130E) II (10019 - 140E)**

**10 Credits**

In this highly individualized class, students who have struggled to succeed in English classes will work closely with the teacher on skills that they most need to work on using materials that they find engaging and interesting. Students will read and respond to weekly current event articles as well as self-selected works of fiction and nonfiction. Students will complete regular analytic, persuasive, narrative, creative, and informative writing assignments. The major emphasis in this class is on developing general literacy skills. Students do all of their work in class for this course and are expected to be focused and productive during class time. Students will complete reading and writing tasks in class every day. Assignment requirements are based on students' individual skill levels, so all students who come to this class ready to work and learn will be successful. Students will only be enrolled in this course after careful conversation with their current English teachers and guidance counselors. Because of the individualized structure for the class, students could theoretically take this course for two consecutive years.

**ENGLISH 12 (01052 – 140)**

**10 Credits**

In this course, students will reflect on their lives as students, readers, and citizens, and use this perspective to imagine their futures. Additionally, the course aims to put literary skills to use in a practical way by examining real-world applications of textual and media analysis. Texts include

*Feed*, by M.T. Anderson; *Slaughterhouse Five* and “Harrison Bergeron” by Kurt Vonnegut Jr., *Fences* by August Wilson, *Death of a Salesman* by Arthur Miller, “Shakespeare’s Memory” and “The Library of Babel,” by Jorge Luis Borges, “The Hunger Artist” and “The Metamorphosis,” by Franz Kafka, and other essays on a variety of subjects. Students will write papers reflecting on a book they previously read and an independent reading choice that have not yet read. They will also write a research paper, and a few short stories. Additionally, they will work on a media analysis project, and a final summative project of their own choosing. In addition, students can expect to complete two to three major graded writing assignments per quarter as well as regular shorter writing assignments, the majority of which will be analytical with occasional persuasive and narrative tasks. There will also be regular reading assignments, each coming with a “study guide” made of open-ended questions about the reading. The vast majority of this work will need to be completed from home. Feedback will be given both verbally and in writing, and will come consistently, especially after long writing assignments.

#### **HONORS ENGLISH 12 (01052 – 140H)**

**10 Credits**

A major focus in senior English is to develop and deepen the skills necessary for the independent work that will be required of students in college, the workforce, and as citizens. Students will be encouraged to be more creative, inventive, and purposeful as they organize and structure their essays. Texts include *Circe*, by Madeline Miller; *Sing, Unburied, Sing* by Jesmyn Ward; *Feed*, by M.T. Anderson; *The Road*, by Cormac McCarthy; *Gattaca*; *Krik? Krak!*, by Edwidge Danticat; and *Hamlet* by William Shakespeare. Students will write papers reflecting on their summer reading, analytical essays, persuasive essay, narrative nonfiction, and a final summative project of their own chosen topic. They will read and discuss weekly nonfiction texts. Students can expect to complete two to three major graded writing assignments per quarter as well as regular shorter writing assignments, the majority of which will be analytical with occasional persuasive and narrative tasks. Students will generally be reading something at home as well as working on writing assignments. Students will receive regular feedback on written work and classroom performance through grades, comments, rubrics, and conferencing.

#### **AP ENGLISH LITERATURE and COMPOSITION - Grade 12 (01006-192)**

**10 Credits**

Mount Greylock’s intent is to offer a course equivalent to first-year work at college. To that end, faculty teach more demanding works of literature at a more intense level and at a faster pace than done in college prep or honors sections. Students are expected to skillfully engage in self-directed learning. After reviewing the students’ summer reading and fine tuning their comprehension and writing skills, students study literary texts in three major categories: tragedy, comedy, and symbol. While knowledge of these genres is important, the course emphasizes the close critical analysis of individual texts and the writing of clear and forceful expository prose. Students pay close attention to the way writers use context, imagery, connotation, syntax, and tone to achieve their purposes. Students learn the elements of style in addition to strategies for organizing their ideas. Students work to improve their writing skills by learning to respond in writing clearly and objectively while using concise language. The course nurtures and develops critical thinking skills.

Students are required to take the AP English Literature and Composition examination in May.

#### **HONORS J.R.R. TOLKIEN & THE PURSUIT OF A MODERN MYTH (01060 – 135HD) 10 Credits**

This full-year class, offered to seniors for honors credit, examines the works of J.R.R. Tolkien, including *The Hobbit* and the *Lord of the Rings Trilogy* and considers how they can be viewed as

modern mythology. Sections from Tolkien's *The Silmarillion* and Joseph Campbell's *The Power of Myth* are among the required readings, along with *The Odyssey*, *Beowulf* and other myths and legends from around the globe. The class explores Tolkien's views on power, the role of women in myth, and the importance of creation myths in most human cultures. Additionally, the course examines how Peter Jackson adapted these books into Academy-Award-winning films. Throughout the class, students will work to improve their writing skills through creative and analytical essays. As well, students will build on their knowledge of how to write a research paper and complete weekly SAT prep/vocabulary and grammar lessons.

## **ENGLISH ELECTIVES**

These courses do not count for English graduation credit but are taken in addition to a grade 10, 11 or 12 English class. Not all of the elective courses are offered every year.

### **\*CREATIVE WRITING – Grades 9, 10, 11, 12 (01104-187)**

**5 Credits**

This elective, virtual course offers students a digital forum for writing and revising their original creative work. Students will read and discuss excerpts from texts by their favorite authors as well as an assortment of contemporary and classic authors across a wide range of genres with special focus on craft and structure. Students will work on weekly exercises and prompts to develop new writing with opportunities for self-directed, longer projects. Students will write across a variety of genres and platforms and will share their work online via Canvas, the school's learning management system.

### **\*BASEBALL AND AMERICA - Grades 11, 12 (01065-136A)**

**5 Credits**

This elective class will examine literary works and films that feature the American game of baseball. Rather than a study of the game and its rules, the class focuses on understanding the importance of baseball and its impact on the lives of Americans and America itself. Works that the class will examine include excerpts from *Ball Four* by Jim Bouton and *The Soul of Baseball* by Joe Posnanski; *Fences* by August Wilson, and the movies *Field of Dreams*, *Eight Men Out*, *Bull Durham*, and *42*. Topics discussed include gambling, cheating, labor issues, and racial integration.

### **\*THE GRAPHIC NOVEL - Grades 11, 12 (01061-135B)**

**5 Credits**

In this elective course, graphic novels are used to hone a series of essential literacy skills. The class spends the semester discussing and writing about the use of characterization, themes, symbols, and other elements of writing found in the selected graphic novels: *A Contract with God* by Will Eisner, *American Born Chinese* by Gene Luen Yang, *Maus: A Survivor's Tale* by Art Spiegelman, and *Watchmen* by Alan Moore. Students also study basic techniques unique to this exciting medium by reading *Understanding Comics: The Invisible Art* by Scott McCloud. Students also have the opportunity to create their own graphic narratives utilizing these techniques.

## **MATHEMATICS DEPARTMENT**

Colleges and technical schools have differing expectations of their applicants regarding high school mathematics courses. Consequently, the mathematics department offers a variety of paths to meet the diverse expectations of highly selective universities and colleges, community colleges, technical schools and the needs of students who plan to enter the workforce upon graduating from high school. Students are urged to check with their prospective colleges, especially before

scheduling their senior year classes. Courses focus on strengthening students' ability to problem solve and to communicate effectively using the language of mathematics.

Graduation Requirements: Students enroll in a mathematics course each of the four years of high school. A total of thirty (30) credits in mathematics is required to graduate. A total of forty (40) credits up through and including Algebra 2 is required to have successfully completed the college and career readiness standards for Massachusetts.

### **HONORS MATHEMATICS COURSE CRITERIA**

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

Students must earn an 80% in an honors level math course to enter an honors level course in the next school year. Students who do not earn an 80% in an honors level math course may enter an honors level course in the next school year with their math teacher's recommendation.

If a student is looking to advance over a course level, the student needs to have a strong average (A or A+) in the course currently enrolled in and a teacher recommendation. An interested student will independently complete the course of study during the summer and take the final exam for that course. Students achieving an 88% or higher will be considered for course advancement. There will be no course advancement approved for Honors Pre-Calculus or Algebra I, both of which are foundational courses.

All honors level mathematics courses integrate the use of graphing calculators and other researched based appropriate technology. Instructions are based on the Ti-84 graphing calculator. Students are responsible for having a working Ti-84 calculator as part of their daily class preparedness. The district has calculators for loan to students with financial need. The principal approves the loans.

<b>Required:</b>
Algebra I
Geometry or Honors Geometry
Algebra II or Honors Algebra II
<b>Electives:</b>
Pre-Calculus
Honors Pre-Calculus
Introduction to Model Mathematics III
Math Methods for Business - semester I
Calculus - semester II OR Statistics semester II (TBD)
AP Calculus - AB
AP Statistics

\* indicates a semester course

\*\*\*an intervention class; does not meet credit requirements for graduation

### **ALGEBRA I - Grade 9, 10, (02052-210)**

**10 Credits**

The Algebra I course formalizes and extends the mathematics that students learned in the middle grades. The Algebra I course focuses instructional time on four critical areas: (1) deepening and extending understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

### **GEOMETRY - Grade 9, 10, 11, 12 (02072-220)**

**10 Credits**

**Prerequisite:** *Algebra I*

Students study the properties of two- and three-dimensional figures and their applications to the world in which we live. Students discover, explore, and confirm these properties through multiple approaches including measurements, geometric constructions, coordinate geometry, and Geometer Sketchpad or Cabri software. Justification for all conclusions is emphasized, as is inductive and deductive reasoning. The course includes an introduction to right triangle trigonometry.

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

**10 Credits**

**Prerequisite:** *Algebra I*

Honors Geometry is a challenging course that continues the study of logic and reasoning with problem solving. Students explore complex geometric situations in both coordinate and Euclidean geometry. Initial units introduce students to the structure of reasoning in geometry, including definitions, postulates, theorems, and the use of inductive and deductive reasoning. Students then learn to articulate and apply mathematical arguments as they study the building blocks of classical geometry, including properties of parallel lines, triangles (including trigonometry), polygons, circles, and solids.

### **ALGEBRA II - Grades 10, 11, 12 (02056-230)**

**10 Credits**

**Prerequisite:** *Algebra I and Geometry*

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra II course. Students work closely with the expressions that define the functions, are facile with algebraic manipulations of expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Topics Covered: Complex Numbers, Vectors, Arithmetic with Polynomial and Rational Expressions, Binomial Distribution and Linear, Quadratic, Trigonometric Functions.

### **HONORS ALGEBRA II – Grades 9, 10, 11, 12 (02056-230H)**

**10 Credits**

**Prerequisite:** *Algebra I and Geometry*

**Recommended:** *A grade of 90% or better in Geometry; a grade of 80% or better in Honors Geometry.*

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions to a great understanding in the Honors Algebra II course. Students work at an increased pace with the expressions that define the functions, and are capable with algebraic manipulations of expressions, and continue to expand their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Topics Covered: Complex Numbers, Vectors, Arithmetic with Polynomial and Rational Expressions, Binomial Distribution and Linear, Quadratic, Trigonometric Functions.

**PRE-CALCULUS – Grades 11, 12 (02110-240)**

**10 Credits**

**Prerequisites:** *Algebra 2*

**Description:** Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors.

**HONORS PRE-CALCULUS – Grades 10, 11, 12 (02110-240H)**

**10 Credits**

**Prerequisite:** *Honors Algebra 2*

**Description:** Honors Precalculus is a highly rigorous course that combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Honors Precalculus additionally prepares students for advanced mathematics curricula commonly found in a college course. Additional topics include limits, sequences, series, conic sections, polar coordinates, and parametric equations.

**INTRODUCTION TO MODEL MATHEMATICS III - Grade 12 (02108-253)**

**10 Credits**

**Prerequisites:** *Algebra II*

**Description:** This course is designed to meet the needs of students who intend to go to college and need to strengthen their overall math skills. In this course students will integrate and apply the mathematics they have learned from their earlier courses. For the high school Model Mathematics III course, instructional time will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. The course covers topics that provide students with the mathematics foundation needed for both college placement exams and first year college-required math classes. Topics include an overview and synthesis of the key concepts of algebra and geometry, as well as an introduction to probability and statistics, and basic trigonometry. Relevant projects are a significant part of the assessment process.

**\*CALCULUS – Grades 11, 12 (02201-254H)**

**5 Credits**

**Prerequisite:** *Pre-Calculus or H.Algebra II (teacher approval)*

This course is a rigorous alternative for students who want to take Calculus in high school but don't want the Advanced Placement experience. This course examines limits, continuity, the derivative, differentiation of elementary functions, applications of the derivative and an introduction to the antiderivative. After completing this semester course students will be well prepared for a 1st year Calculus course in college. Students will study examples from many diverse fields as they apply each concept. One semester of Calculus (or Statistics) coupled with Math Methods for Business can be used towards the Mount Greylock mathematics graduation requirement, typically not until 11<sup>th</sup> or 12<sup>th</sup> grade.

**\*STATISTICS – Grades 11, 12 (02201-254H)**

**5 Credits**

**Prerequisite:** *Algebra 2 or higher*

Many college majors require that freshman enroll in statistics. This weighted, college course is designed to give students a solid preparation in the study of statistics. Students focus on analyzing categorical and quantitative data, the normal model, regression equations, surveys, experiments, observational studies, and probability. Students study examples from many diverse fields as they apply each concept. One semester of Statistics (or Calculus) coupled with Math Methods for Business can be used towards the Mount Greylock mathematics graduation requirement, typically not until 11<sup>th</sup> or 12<sup>th</sup> grade.

**\*MATH METHODS FOR BUSINESS – Grades 11, 12 (02154-291)**

**5 Credits**

**Prerequisite:** *Algebra II or higher*

Through the use of hands-on activities, simulations, and accounting software, this weighted, college course studies the complete accounting cycle. This introduction to the financial language of business is designed to accommodate students preparing for a career in accounting as well as students who plan to pursue coursework in any aspect of business and/or marketing at the college level, and for those seeking exposure to business practices. Students learn basic principles and procedures used in accounting. One semester of Honors Math Methods for Business coupled with Honors Statistics can be used towards the Mount Greylock mathematics graduation requirement, typically not until Grade 11 or 12.

**AP CALCULUS AB - Grades 11, 12 (02124-290)**

**10 Credits**

**Prerequisite:** *Honors Pre-Calculus*

This course uses the syllabus of the Advanced Placement Calculus AB course. AP Calculus is an in-depth study of limits, derivatives and integration. Students will feel confident using the graphing calculator (TI-84) and will be exposed to many practice exams and free response questions.

Students are required to take the AP Calculus examination in May. Students interested in taking the BC section of the exam may speak to the teacher to determine best approaches.

**AP STATISTICS – Grades 11, 12 (02203-217)**

**10 Credits**

**Prerequisite:** *Honors Algebra 2*

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, probability theory, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Students are required to take the AP Statistics examination in May.

**MATH LAB Sem I – Grades 9, 10, 11, 12 (02994-294A); Sem II (02994-294B) 5 Credits**

This course is designed to support students' work in a credit-bearing math course, particularly Algebra I and Geometry, both courses evaluated by the annual MCAS exam.. Teachers and/or counselors consider students' grades and MCAS exam scores as they make recommendations for this class. Participants focus on daily math practice assignments, current course assignments, prerequisite skills and math fluency.

**SCIENCE DEPARTMENT**

As society is facing ever-more complex scientific and technological issues, every Mount Greylock graduate should have a firm foundation in all three core sciences: physics, biology and chemistry. Students begin their science studies in the high school by taking physics in the ninth grade and proceed to biology in the tenth grade and chemistry in the eleventh grade. Students often revisit key areas of physics, biology and chemistry by undertaking Advanced Placement studies in grades 11 and 12. The elective science offerings may be taken *in addition* to the three core lab science courses. Not every elective course is offered each year.

Because of changes to the Massachusetts science MCAS offerings, MGRS is switching the recommended science course sequence for chemistry and biology. This change means that for the 2020/2021 academic year, all sophmores and juniors should take biology, and for the 2021/2022 academic year and onward, sophmores should take biology, and juniors take chemistry.

Recommended Core Science Sequence:

30 Credits

9<sup>th</sup> grade: (L) Physics or (L) Honors Physics

10<sup>th</sup> grade: (L) Biology or (L) Honors Biology

11<sup>th</sup> grade: (L) Biology or (L) Honors Biology & Elective (AY 2020/2021 only)

11<sup>th</sup> grade: (L) Chemistry or (L) Honors Chemistry & Elective

12<sup>th</sup> grade: Science Elective(s)

Electives:

(L) Anatomy & Physiology or Honors Anatomy & Physiology

\*Astronomy or Honors Astronomy

\*Climate Science or Honors Climate Science

\*Forensics or Honors Forensics

Environmental Science or Honors Environmental Science

\*Introduction to Engineering

\*Robotics

(L) AP Biology

(L) AP Chemistry (offered in 2020, 2022, 2024)

(L) AP Physics C. E. & M. (offered in 2021, 2023, 2025)

(L) = Lab course

\* indicates a semester course

**PHYSICS (03151-311) & HONORS PHYSICS - Grade 9 (03151-340H)****10 Credits****Honors Option Prerequisite:** *B+ or better in 8th grade Science and Algebra I*

This differentiated, laboratory-based course is the starting point for all high school science studies at Mount Greylock. Topics include the scientific method, measurement and units, motion, forces, momentum, energy, vibrations, sound and light, fluids, pressure, properties of matter, electricity and magnetism, and selected topics in modern Physics. All 9<sup>th</sup> grade physics students take the MCAS physics exam in the spring. The Honors option is a strongly mathematical, algebra-based course. Students enrolled in this course can expect additional assignments and more challenging assessments.

**BIOLOGY (03051-320) & HONORS BIOLOGY-- Grade 10 (03051-320 - 03051-320H)  
(Also grade 11 for AY 2020/2021)****10 Credits****Prerequisite:** *Physics*

Biology is a course designed to prepare students for the Biology MCAS, and future work in biology-related fields. We cover major topics including ecology, cell biology, genetics, and evolution with cross-cutting concepts such as cause and effect, stability and change, energy and matter, and structure and function. Laboratory skills, modeling, and case studies analyzing real world examples are utilized throughout the year. Students selecting the honors option are also prepared for the SAT II biology exam and future college level studies in Biology. Honors students complete extra reading assignments and quarterly projects. In addition, honors work is graded to a higher standard on exams, quizzes, labs, and homework.

**CHEMISTRY & HONORS CHEMISTRY- Grade 11 (03101-330/03101-330H)****10 Credits****Prerequisite:** *Physics, Chemistry. Honors Option: A or better in physics and biology or B or better in Honors physics and biology*

Chemistry is a laboratory-based course that encourages group learning. Traditional chemical concepts and laboratory skills are emphasized. Topics include: The Nature & Language of Chemistry; The Structure of Matter; Interactions of Matter; Stoichiometry; States of Matter & Gas Laws; Solutions, Solubility and Precipitation; Acids & Bases; Redox Chemistry, Chemical Reactions, Carbon and its Compounds, and Nuclear Chemistry. Honors Chemistry is a more rigorous course for students with special interest in and strong aptitude for science and mathematics. The course is designed to help students prepare to take the SAT II Chemistry Exam and for college-level chemistry. Success in Honors Chemistry requires strong skills in mathematics, English, and science. Students enrolled in this course can expect additional assignments and more challenging assessments.

**AP BIOLOGY - Grades 11, 12 (03056-390)****10 Credits****Prerequisite:** *Honors Chemistry and Honors Biology (or at least 80% on Honors Biology exam)*

AP Biology follows a rigorous curriculum prepared by College Board; it is intended for students who have a strong background in chemistry and biology. An extensive amount of material is presented and/or discussed; heavy reading expectations exist. The twelve required AP laboratory exercises supplement lectures and seminars. The major themes of diversity, unity, genetic continuity, and molecular biology are approached from an evolutionary perspective.

Students are required to take the AP examination in May. AP Biology students must complete summer assignments in advance of the course.

**AP CHEMISTRY - Grades 11, 12 (03106-392)****10 Credits**

This yearlong course will be offered in 2020, 2022, 2024

**Prerequisite:** *Honors Physics and Honors Chemistry*

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

Students are required to take the AP examination in May.

**AP PHYSICS C: Electricity & Magnetism Grades 11, 12- (03155-395)**

**10 Credits**

This yearlong course will be offered in 2021, 2023, 2025

**Prerequisite:** *Honors Physics with at least concurrent enrollment in Calculus.*

**Recommended:** *Honors Chemistry*

AP Physics C: Electricity & Magnetism is a mathematically rigorous course. It is equivalent to a second-semester college course in calculus-based physics. The course covers electrostatics, conductors, capacitors, dielectrics, circuits, magnetic fields, and electromagnetism. Instruction consists of textbook readings, lectures, labs, demonstrations, and hands-on activities. Weekly problem sets give students physical problem-solving experience. The course uses advanced algebra, geometry, trigonometry and calculus throughout the year. The pace is faster, and the problems are significantly harder, than at the Honors Physics level. This course provides a strong foundation for future study in a wide variety of technical disciplines, including physical science, engineering, computers, and medicine.

Students are required to take the AP Physics C E&M examination in May.

**ANATOMY & PHYSIOLOGY & HONORS ANATOMY & PHYSIOLOGY - Grades 11, 12  
(03053-360/03053-360H)**

**10 Credits**

**Prerequisite:** *Biology or Honors Biology*

Knowledge of the human body and its functions is useful to anyone interested in physical education, pre-med, art, and/or other allied health fields, as well as those interested in learning about themselves. This course relates structure to function, considering disease and dysfunction in each system studied. Dissection for comparative purposes is a significant part of the classroom experience. Topics include: muscular, nervous, skeletal, integumentary, endocrine, cardiovascular, respiratory, digestive, and immune systems. Honors work is graded to a higher standard on exams, quizzes, labs, and homework.

**ENVIRONMENTAL SCIENCE & HONORS ENVIRONMENTAL SCIENCE Grades 11, 12  
(03003-350/ 03003-350H)**

**10 Credits**

**Recommended:** *Physics, Chemistry and Biology*

The first half of the course focuses on how the different systems on the Earth, both physical and organic, operate. The second half of the course investigates how humans are altering the functions

of these systems, and how the disruptions can be remedied or minimized. Topics covered include: earth science, ecology, population, land use, and climate change.

Students electing the “honors option” have more rigorous assignments and are graded to a higher standard.

**\*ASTRONOMY & HONORS ASTRONOMY - Grades 11, 12**

**(03004-365/03004-365)**

**5 Credits**

**Recommended:** *Physics*

Students learn the basics of astronomy, the relation between astronomical and geographical coordinate systems, and the origins of our systems of time measurement in observable astronomical cycles in our solar system. We follow the historical impact of astronomy on human thought and activity and introduce important topics in modern astrophysics. Students study the structure, evolution and dynamics of stars, black holes, our solar system, galaxies, extraterrestrial life, and the entire universe from the “big bang” to the far distant future. Students learn what is currently known about the nature of time and space and speculate on the place of our universe in a possible “multiverse”. Students electing the “honors option” use more mathematics, have more rigorous assignments and are graded to a higher standard.

**\*CLIMATE SCIENCE & HONORS CLIMATE SCIENCE - Grades 11,12**

**(03009-351/03009-351H)**

**5 Credits**

**Recommended:** *Physics, Biology and Chemistry*

Students study the Earth's atmosphere, oceans, geography, weather, and climate as a set of interrelated physical systems. We learn how energy from the sun is transported locally and globally across the planet, and how human activity has been changing the earth's energy balance. Students learn how biological systems respond to change in their physical environments. Although the focus is on science, we also investigate the political and economic impact of climate change on human civilization. Students electing the "honors option" have more rigorous assignments and are graded to a higher standard.

**\*FORENSICS & HONORS FORENSICS (03009-356) - Grades 11, 12**

**(03009-356/03009-356H)**

**5 Credits**

**Recommended:** *Physics, Biology and Chemistry*

Forensic science is the application of various scientific disciplines to the law and legal investigation. This course will introduce methodologies and applications used in forensics. Topics include the nature of witness observation, and the nature, collection, and preservation of evidence. We will study the biological, chemical and physical analyses of many types of evidence, including the changes to a body after death, DNA, ballistics, fingerprints, toxins, documents, blood, fibers, glass, soil, and bones. Students electing the “honors option” have more rigorous assignments and are graded to a higher standard.

**\*INTRODUCTION TO ENGINEERING - Grades 11, 12 (21004-352)**

**5 Credits**

**Recommended:** *Physics*

The objective of this course is to introduce students to the field of Engineering; including the disciplines of chemical, civil, computer, electrical, environmental, and mechanical engineering. The major focus of this course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, modeling,

drafting and technical documentation. Students will research solutions to problems, draft solutions using CAD, build prototypes and test their designs.

**\*ROBOTICS - Grades 11, 12 (\*\*\*\*\*)**

**5 Credits**

**Recommended:** *Physics*

In this semester long elective, students will be given challenges which they solve by working in groups to build robots. The robots will then compete to see which group has the most effective solution to the problem. This class has an emphasis on the engineering design process as well as the following skills; programming, math, electronics, mechanics, drafting, and analyzing data.

**SOCIAL STUDIES DEPARTMENT**

The mission of the Social Studies Department at Mount Greylock is to study the past, so that students may understand the present and participate in the future. To that end we offer a variety of courses, each of which is designed to foster shared inquiry, curiosity, and reflection. The sequence of social studies courses at Mount Greylock Regional High School is as follows: The Origins of Civilization- 1215 AD in grade 7; The Origins of the United States (1609- 1865) in grade 8; America in the World (1865- Present) in grade 9; Migration and Movement & Industrialization and Urbanization in grade 10; then From Subject to Citizen & Global Citizenship in grade 11. For serious and dedicated 10<sup>th</sup> and 11<sup>th</sup> grade students, Advanced Placement Modern European History is offered as an elective. 11<sup>th</sup> and 12<sup>th</sup> grade students have the option of taking the Advanced Placement United States History and the Advanced Placement Psychology course. The department also offers a host of focused history and social science electives. In all course selections, student consultation with members of the department is strongly encouraged. AP United States History carries a summer course work requirement, and in all cases (AP US, AP Modern European History and AP Psychology), students must take the AP exam in May. All courses in the Social Studies Department utilize a variety of instructional techniques designed to foster creative and practical problem solving, effective communication through a variety of media, collaboration, and self-directed learning.

**Required: 30 credits required for graduation, which includes 10 credits in each a US history and world history course**

9<sup>TH</sup> Grade: America in the World (1865 - Present) – meets U.S. History requirement

Electives:

10<sup>th</sup> or 11<sup>th</sup> Grade: \*Migration and Movement & \*Industrialization and Urbanization

11<sup>th</sup> or 12<sup>th</sup> Grade: \*From Subject to Citizen & \*Global Citizenship

AP Modern European History

AP United States History

Honors and AP Psychology

\*Practical Civics: Government & the Economy in the 21<sup>st</sup> Century America

+\* America, Vietnam and the 1960s

+\*Contemporary Issues

+\*20<sup>th</sup> Century Genocide Studies

\*Indicates a semester course

+Electives are not offered every year.

**AMERICA IN THE WORLD - Grade 9 (04101-613)****10 Credits**

*America in the World* will begin with a quick review of the major topics covered in *The Origins of the United States (1609- 1865)* (grade 8). This will include the historical and intellectual origins of the United States; the basic framework of American democracy; westward expansion; and political, economic, and social change. The review will conclude with the Civil War and Reconstruction. In *America in the World*, students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America and the world.

**\*MIGRATION AND MOVEMENT - Grade 10 or 11 (04052-614)****5 Credits**

In this semester long course, students will examine the effect that migration and movement have had on the development of culture and civilization throughout the past and contemporary history of the world. Utilizing a variety of primary and secondary sources including historical travel narratives, the class will identify the push factors that prompt people to move as well as the pull factors that encourage settlement in place, will explore the components of cultural identity and the effects of cultural assimilation and diffusion, and the economic considerations associated with migration and settlement.

**\*INDUSTRIALIZATION AND URBANIZATION - Grade 10 or 11 (04052-615)****5 Credits**

This semester long course explores the evolution of technology, job specialization, and the growth of cities from the ancient world to the present day. Students will examine the phenomena of civilization and urbanization from the ancient to the modern world by studying a variety of civilizations throughout history, examining how and why cities grow, how this is the result of and how it can lead to technological, political, and economic innovation, and how industrial, economic, and demographic growth can lead to changing relationships and expectations as well as internal, regional, and international conflict and cooperation.

**\*FROM SUBJECT TO CITIZEN - Grade 11 or 12 (004154-616)****5 Credits**

This course is designed to introduce students to the various forms of government, which have been influential in defining the term "citizen" in the modern world. Through the examination of various governmental structures throughout history, paying particular attention to the emergence of limited or constitutional monarchy and its transformation to republican democracy in Europe and the United States, students will reach a deeper understanding of the concepts of a constitution as a social contract, the rule of law, separation of powers, and the rights and responsibilities of both the government and citizen.

**\*GLOBAL CITIZENSHIP - Grade 11 or 12 (04154-617)****5 Credits**

This semester, students will examine the historical roots of as well as the contemporary manifestation of globalization as it defines the world today. The course will begin with a definition of globalization, as well as articulation of the opportunities as well as challenges thereof. Utilizing a wide variety of historical and contemporary media, students will explore the role of geography and technology in the global age, the concepts of human rights and justice, poverty and prosperity,

economics and the changing marketplace, international relations and the use of terror as a means to achieve political and ideological goals.

**AP MODERN EUROPEAN HISTORY - Grade 10, 11 (04056-692)**

**10 Credits**

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

Students are required to take the AP examination in May.

**AP UNITED STATES HISTORY - Grade 11, 12 (04104-690)**

**10**

**Credits**

The aim of the course is to provide students with a learning experience equivalent to a college introductory course in American History. The first three terms will provide chronological and thematic coverage of the following topics: the Colonial period, the American Revolution, the Jackson period, the Civil War and Reconstruction, Populism and Progressivism, the World Wars, the New Deal, domestic and foreign affairs in the Cold War period, and concerns of the post- Cold War era. The final term is designed to examine a series of problems in special political, economic, cultural, intellectual, and social areas of American history.

Students are required to take the AP examination in May.

**AP PSYCHOLOGY & HONORS PSYCHOLOGY- Grades 11, 12  
(04256-691/04254-652H)**

**10 Credits**

Advanced Placement and Honors Psychology are full-year courses; each provides a rigorous learning experience equivalent to an introduction to psychology class in college. The classes will prepare all students for the required Advanced Placement exam in May. Students will examine the complicated role of psychologists as both counselors and researchers, and be encouraged to "think like a psychologist" as they explore topics such as, but not limited to: biopsychology, consciousness, human development and learning, social/cultural psychology, cognition and intelligence, personality, motivation and emotion, and abnormal psychology. A midterm exam and final research paper on a chosen psychological disorder will be assigned. The requirements of Honors students will be fewer and assessments will be scaled differently from those enrolled in the AP section. All AP students are required to take the Advanced Placement examination in May.

**\*PRACTICAL CIVICS: GOVERNMENT & THE ECONOMY IN 21ST CENTURY AMERICA - Grades 11, 12  
(04207-618)**

**5 Credits**

This course will review and expand upon knowledge gained in the US History curriculum regarding the basic framework of American democracy and the US economy, and the rights and responsibilities of the US government and the American people. Lessons will focus on the skills necessary to participate as effective and responsible citizens and consider the role economic factors play in responsible citizenship. Activities will center on the factors and procedures involved in making economic decisions in a free market economy, the ability to reason logically about key

economic issues such as the changing nature of consumerism in the digital marketplace, and the knowledge and skills needed to manage personal financial resources such as savings, investment, and debt effectively.

**+\*20<sup>th</sup> CENTURY GENOCIDE STUDIES - Grades 11, 12 (04064-659)**

**5 Credits**

This semester-long course will examine in-depth some of the most important, yet disturbing events of the twentieth century. Beginning with the Armenian Genocide in 1915, we will examine the conditions and factors that allow genocide to take root. As well, we will analyze the anatomy of genocide and what we as citizens, both on an individual and societal level, can do to prevent such inhumanity. Our primary focus in this class will be on the Holocaust, yet we will investigate the more recent twentieth century genocides that took place in Cambodia, Bosnia, and Rwanda. We will also explore the resurgence of Neo-Nazi organizations and Anti-Semitism in the United States, Europe, and the Middle East.

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

**5 Credits**

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

**+\*AMERICA, VIETNAM AND THE 1960s - Grades 11, 12 (04064-662)**

**5 Credits**

This semester-long course will examine, both at home and abroad, the turbulent and significant period of American History during the 1960s. Our analysis will begin after World War II with the Cold War and its impact on American society and foreign policy prior to our direct involvement in Vietnam. Our examination of such topics as the civil rights movement, the counterculture, and Vietnam will deepen our understanding of this time period and how it has influenced who we are as a people today. The current culture wars, the debate about the role of government at home, and the haunting legacy of Vietnam and its impact on foreign policy decisions today, will be a major focus of this class.

**ARTS, TECHNOLOGY & BUSINESS ADMINISTRATION DEPARTMENT**

The courses presented through this diverse department include electives that relate to careers in business, computer science, the visual, media and performing arts. The skills garnered in these courses can provide a foundation for furthering one's education at the college level. Students who take these electives gain the skills necessary to develop portfolios or secure entry-level positions in various fields for either full- or part-time employment. Students are encouraged to fortify their experiences in these classes by developing a solid background in mathematics, reading, writing and oral presentation. Some courses require a lab fee.

The visual, media and performing arts at Mount Greylock offer students the opportunity to engage in creative pursuits as well as develop knowledge and skills during the course of their high school

careers. All courses offered in the visual and performing arts engage students in inquiry, creative and practical problem solving, and higher-order thinking in a lively fashion. Students have multiple opportunities for authentic assessment with performances as well as gallery shows. Both sub-disciplines are bolstered by various field trips and opportunities to work with visiting teacher artists. The Williams Center at Mount Greylock looks to provide free or deeply discounted tickets for students to professional performances at local venues.

#### **Visual and Performing Arts Electives:**

##### **Visual Arts**

- \*Studio Art
- \*3D Design
- \*Painting
- \*Printmaking - with mixed media
- \* Ceramics
- Advanced Studio Art
- College Portfolio Development
- \*Stained Glass
- \*Advanced Stained Glass
- \*Mosaics
- \*Glass Fusing

##### **Performing Arts**

- Band/Honors Band
- Chorus/Honors Chorus
- Orchestra/Honors Orchestra
- \*Introduction to Theater Arts
- \*Music Lab I
- \*Music Lab II

\*indicates a semester course

\*Visual and performing arts electives are not offered every year.

#### **VISUAL ARTS**

##### **\*STUDIO ART - Grades 9, 10, 11, 12 (05155-710)**

**5 Credits**

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

##### **\*3D DESIGN - Grades 9, 10, 11, 12 (05158-725)**

**5 Credits**

**Prerequisite:** *Studio Art*

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

##### **\*PRINTMAKING - with Mixed Media- Grades 9, 10, 11, 12 (05161-727)**

**5 Credits**

**Prerequisite:** *Studio Art*

In this course, student's work, in series, will utilize each plate they create in several different ways. Mixed media is an important part of this process. Students create the surfaces they will print on, using a variety of paper and media. Students are also encouraged to go back into a print with some kind of medium, wet or dry, after they use their printing plates. Most printing is off press including Ba-relief and block printing. We will use a printing press to create monoprints with Plexiglas. Students will create a small body of work with each technique.

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

**5 Credits**

**Prerequisite:** *Studio Art*

Students in this course paint from life and their minds. The concepts of realism and abstraction are explored with acrylic and watercolor paint. Students learn a variety of painting techniques including blending and glazing.

**\*CERAMICS- Grades 9, 10, 11, 12 (05159-743)**

**5 Credits**

**Prerequisite:** *Studio Art*

This class is designed for students who have an interest in working with clay, and gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. Well-thought-out forms, designs and functional uses along with good craftsmanship are emphasized.

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

**10 Credits**

**Prerequisite:** *Studio Art*

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

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

**10 Credits**

**Prerequisite:** *Advanced Studio Art*

This is a yearlong course designed for the student that is considering pursuing art at the college level. Students explore different college options, looking at everything from programs to geography and culture. Students are guided to create specific portfolios for their target schools as well as continue to grow in terms of their critical thinking and rendering skills. It is the expectation that each student create a portfolio with at least 15 strong works of art. Instructor and students offer support and helpful feedback. Students may take this class more than once.

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

**5 Credits**

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

A lab fee of \$45 per student is required. Fee waivers are available to those with demonstrated need.

**\*ADVANCED STAINED GLASS - Grades 11, 12 (05199-742)**

**5 Credits**

**Prerequisite:** *Stained Glass*

This course is a continuation of the stained glass course. Advanced methods and techniques are taught during this semester course. Students construct a stained glass lamp or panel.

A lab fee of \$45 per student is required. Fee waivers are available to those with demonstrated need.

**GLASS FUSING - Grades 11, 12 (05199-715)**

**5 Credits**

Students will learn the basics of fusing in this course, including kiln types and uses based on project sizes, degrees of slumping, glass compatibility and design. Students will work on various projects starting with a glass tile. They will utilize patterns and develop their own designs. They will work on larger projects that will incorporate slumping glass, drop rings, ceramic and stainless steel molds. Students will have access to a variety of different slumping molds for use in class. Students will also learn finishing techniques for fused work and jewelry pieces. When possible students will recycle remnants from stained glass courses so that this course can act as a "green course." No prior stained glass experience necessary.

A lab fee of \$45 per student is required. Fee waivers are available to those with demonstrated need.

**MOSAICS - Grades 9, 10 (05199-716)**

**5 Credits**

Using a variety of materials such as glass, tiles, china and ceramic shards, and natural stone, students will design and create a variety of projects suitable for display indoors or outdoors. Students will develop and pursue different design ideas and learn to use appropriate tools based on the materials and utility of the end product. This course also works as a "green course" in that much of the material used will be remnants from the Stained Glass courses. Found objects will also be incorporated into designs, following the tradition of South African township art. No prior stained glass experience necessary.

A lab fee of \$25 per student is required. Fee waivers are available to those with demonstrated need.

<b>PERFORMING ARTS</b>
------------------------

Performing Arts classes at Mount Greylock include Concert Band, Chorus and Orchestra. Woodwind, brass and percussion players in band may rehearse and perform with the orchestra with teacher permission.

Beginning with their fifth semester of participation, performing arts students can be enrolled at the honors level for their respective ensembles. Honor students are expected to demonstrate their proficiency in music literacy, peer leadership and performance leadership as part of their grade. All

students are graded on a rubric which assesses performance, preparation behavior and rehearsal skills.

Performing arts students are expected to demonstrate their learning through participation in three public concerts. An excused absence from a concert requires an additional make-up assignment. Students also have the opportunity to showcase talents during the in-school concerts series, GreylockPlays, or by joining the pit orchestra or cast of the annual musical theater production. Students are encouraged to audition for the regional/district music festival and to participate in various community music organizations.

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

**HONORS BAND – Grades 11, 12 (05101-810H) 10 Credits**

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

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

**HONORS CHORUS – Grades 11, 12 (05111-820H) 10 Credits**

Chorus is open to all students interested in singing and performing daily in an ensemble. Course content includes instruction on many different aspects and styles of world music, past and present. Repertoire consists of music that is inclusive of all eras and styles, and mostly in four-part format. Building skills in sight singing, music literacy, composition, vocal technique and daily performance are key components. Attendance is required at all performances.

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

**HONORS ORCHESTRA – Grades 11, 12 (05105-830H) 10 Credits**

The orchestra is open to and welcomes all string players, violin, viola, cello, bass, harp, guitar, and piano. Additionally, wind, brass, and percussionists interested in learning and performing symphonic orchestra pieces are encouraged to participate. The ensemble performs music of all style periods from Vivaldi to Coldplay. Skill building through study of scales utilizing advanced rhythmic patterns is a daily component of classroom activity, and ear training and sight-reading are worked on during class and for homework. Attendance is required at all performances.

**\*INTRODUCTION TO THEATER ARTS – Grades 9,10 (05052-841) 5 Credits**

This course will be an introduction to the various elements of theater, including character development. Performance skills connected to the use of voice, movement, and space will be targeted, both for the individual performer and the member of the ensemble. Students will develop an understanding of the various elements of play production such as basic set and costume design, and they will be introduced to the history of theater and a variety of theatrical genres. Throughout the course, students will develop the skills of critical analysis regarding their own performances as well as those of fellow students and professionals.

**\*MUSIC LAB I and II — Grades 11, 12 (05110-803A) 5 Credits**

This course is an option for music study independent of or in conjunction with the performance ensembles. Music lab may be scheduled to allow students to further develop their skill on a musical instrument or to explore another realm of music study such as music theory or

composition. A member of the performing arts faculty administers this course. Requirements include working toward weekly and semester-long goals, demonstrated through weekly journaling and biweekly in-class performances. Students are encouraged to prepare performances suitable for Greylock Plays.

*Media Arts*

**ELECTIVES:**

- \*Digital Photography
- \*Advanced Digital Photography
- \*High Dynamic Range & Black and White Photography
- \*Portfolio Photography
- \*Video Editing
- \*Advanced Video Editing

\*Indicates a semester course

- Every elective is not offered each year

**\*DIGITAL PHOTOGRAPHY - Grades 9, 10 (11054-533)**

**5 Credits**

This introductory course focuses on digital photography, electronic image manipulation, and related hardware. Students explore software commonly used in multimedia presentations. A software package such as Adobe Photoshop and Lightroom are used for digital image manipulation. Students are required to complete a variety of projects to demonstrate proficiency in basic digital image manipulation. The purchase of a flash drive is required for transporting documents/images back and forth to the classroom. A lab fee of \$15 per student is required; fee waivers are available to those with demonstrated need.

**\*ADVANCED DIGITAL PHOTOGRAPHY – Grades 9, 10 (10251-534)**

**5 Credits**

**Prerequisite:** *Digital Photography*

This course focuses on selected techniques to enhance the basic concepts of the previous introductory photography course. Students are introduced to a more creative aspect of photography that the digital world has to offer such as creative zoom and panning, multiple imaging and creative shutter speed control. An understanding of one's camera and the shutter speed, aperture and ISO relationship is required. Students are required to complete a variety of projects to demonstrate proficiency in these creative areas of digital photography along with completing a digital portfolio of their work. Much of this work is independent in nature as students work at their own pace in the studio or at home capturing their images and then working through the digital process in the classroom. Students meet with the teacher to check on their progress. The purchase of a flash drive is required for transporting documents/images back and forth to the classroom. A lab fee of \$15 per student is required; fee waivers are available to those with demonstrated need.

**\*HIGH DYNAMIC RANGE & BLACK AND WHITE PHOTOGRAPHY  
– Grades 11, 12 (11054 –536)**

**5 Credits**

**Prerequisite:** *Introduction to Digital Photography*

HDR stands for High Dynamic Range. Simply explained, dynamic range is the difference between the lightest light and darkest dark you can capture in a photo. Once your subject exceeds the camera's dynamic range, the highlights tend to wash out to white, or the darks simply become big

black blobs. It is very difficult to snap a photo that captures both ends of this spectrum, but with modern shooting techniques and advanced post-processing software, photographers have devised ways to make it happen. HDR is understood as a specific style of photo with an unusually high dynamic range that couldn't otherwise be achieved in a single photograph. You can use two to nine different levels of exposures of the same subject to combine to show the tonal range in one photograph.

While black and white photography sounds unexciting, the fact is that there are so many shades in between; the challenge is bringing them all out in an image. Often, color photography can hide the detail of an image while the subtlety of tones that black and white images can have can be quite dramatic. Both of these forms of photography will be explored using state-of-the-art software programs that will allow the student to bring out the full range of tonalities of an image that stretches their creative vision. A lab fee of \$15 per student is required; fee waivers are available to those with demonstrated need.

**\*PORTFOLIO PHOTOGRAPHY - Grades 11, 12 (11054-537)**

**5 Credits**

**Prerequisite:** *Introduction to Digital Photography and Advanced Photography OR HDR/Black and White Photography*

Portfolio Photography is a digital photography course for the serious photography student who is highly self-motivated and committed to building a superior portfolio. This course requires that the vast majority of assignment photographs be taken out of school at various locations. While the photographic techniques will be discussed and practiced during class, the bulk of the portfolio quality photographs will be shot on an independent, individual basis outside of school. There will be five "themes" or areas of concentration that will be described in more detail in the syllabus. Students will be responsible for creating an electronic portfolio demonstrating mastery in the "Themes." In addition, you will be responsible for a bi-weekly journal entry from 2-4 pages. The Portfolio Photography Student will also be responsible for putting on an "Artist Show" at Mount Greylock with their work on display with an Artist Statement and must attend the Opening Night of the show. In addition, the Portfolio Photography Student will be responsible for attending an Artist Show at a local gallery and write a review of the show (3-5 pages.)

A lab fee of \$15 per student is required. Fee waivers are available to those with demonstrated need.

**\*VIDEO EDITING - Grades 9, 10 (11055-535)**

**5 Credits**

Students learn to create and assemble text, graphics, photos, audio, music, and video into various types of video projects. Students use advanced features in Pinnacle's Studio video editing software and editing techniques such as Green Screen and Picture-in-Picture effects to enhance their video projects. Students demonstrate proficiency in advanced computer graphics and multimedia/digital video editing techniques by producing public service announcements (PSAs), commercials, news reports, interviews, and documentaries of varied length. A lab fee of \$15 per student is required; fee waivers are available to those with demonstrated need.

**\*ADVANCED VIDEO EDITING - Grades 9, 10 (11055-589)**

**5 Credits**

**Prerequisite:** *Video Editing*

Students learn about the filmmaking process and create various types of digital videos as they master the advanced features of Pinnacle Studio Video Editing Software Package. Students use

advanced screenwriting and storyboard techniques to develop various types of authentic short videos such as: commercials, public service announcements (PSAs), news reports, documentaries, educational videos, drama or parody. A lab fee of \$15 per student is required; fee waivers are available to those with demonstrated need.

### *Computer Science and Business*

#### **ELECTIVES:**

AP Principles of Computer Science  
 Exploring Computer Science  
 Exploring Computer Science - Level II  
 \*HTML Web Design (not currently offered)  
 \*Personal Finance  
 \*Introduction to Business (not currently offered)  
 \*Marketing

\*Indicates a semester course  
 - Every elective is not offered each year

#### **EXPLORING COMPUTER SCIENCE - Grades 9, 10 (10012-513)**

**10 Credits**

Exploring Computer Science uses the Massachusetts Exploring Computer Science Program's (MECSP) curriculum to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. There is no pre-requisite for this course.

#### **EXPLORING COMPUTER SCIENCE - LEVEL II - Grades 10, 11 (10012-XXX)**

**10 Credits**

Title and description TBD

#### **AP COMPUTER SCIENCE PRINCIPLES - Grades 11, 12 (10019 - 514)**

**10 Credits**

This course will be taught with using the CS50 curriculum, Harvard University's introduction to the intellectual enterprises of computer science and the art of programming for students with a diversity of technological background and experience. CS50 for AP Computer Science Principles is an adaptation of CS50 specifically tailored to align with the AP Computer Science Principles curriculum framework. The course's assignments, materials, and resources are all identical to the version of the course taught at the college-level, albeit adapted to suit a secondary school audience. Among this course's objectives is to supply students with a comprehensive introduction to the fundamentals of the discipline of computer science. We will do so using programming in several different languages as a vehicle to introduce these fundamentals, including such topics as algorithms, abstraction, data, global impact, and internet technologies. Though the course is programming-heavy, it should be stressed that this is not a "programming course"; rather, this course should be considered one of problem-solving, creativity, and exploration. By year's end,

students will have a richer understanding of the key principles of the discipline of computer science. Students are required to complete the AP portfolio requirements, including sitting for the AP exam.

**\*HTML WEB DESIGN - Grades 10, 11, 12 (10201-596)**

**5 Credits**

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

**\*INTRODUCTION TO BUSINESS - Grades 9, 10, 11, 12 (12051-532)**

**5 Credits**

Introduction to Business is designed for students who want to explore the possibilities of a career in business or to own and operate their own business. Topics such as business environment, forms of business ownership, consumer buying, use of credit, budgets, insurance, management, global competition and banking are covered.

**\*MARKETING - Grades 9, 10, 11, 12 (12152-590)**

**5 Credits**

This real-world elective offers a comprehensive overview of marketing and allows students to work independently and in teams on a variety of project-based activities. This class considers areas including advertising, new product development, consumer behavior, and market research. In addition, students gain skills in the areas of human relations, management, business operations, sales, and marketing principles. Students who successfully complete this course develop communication and analytical skills as well as a foundation from which to further their education in the areas of business and marketing.

**\*PERSONAL FINANCE - Grades 9, 10, 11, 12 (22210-542)**

**5 Credits**

This course is designed to prepare a student to meet those future activities in his/her personal life which are related to finance such as: saving and investing, finding a job, finding an apartment, managing a checking account, paying bills, saving and investing, paying insurance, buying a car, getting a loan, getting a credit card, paying taxes, and more! Investment topics covered include the stock market, mutual funds, and bonds; each student maintains his/her own stock portfolio with an initial investment of \$100,000.

**WORLD LANGUAGE DEPARTMENT**

Most students begin learning a second language in Grade 7. Although language acquisition is a lifelong process, students should become proficient in at least one language in addition to English by the time they graduate from high school. Colleges expect a minimum of two years of study at the high school level; more selective colleges expect four years. When possible, students may opt to study more than one language. Mount Greylock's language programs create natural links to all other disciplines by integrating the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science.

Language acquisition is progressive. To ensure students will be successful in their language experience, a grade of C is required to advance to levels II and III. A grade of B is recommended to advance to Honors IV, and Advanced Placement.

**Spanish Electives:**

Spanish I

**Spanish IA**

Spanish IB

Spanish II

Spanish III

Honors Spanish IV

AP Spanish Language and Culture

**Latin Electives:****Latin I**

Latin II

Latin III

Honors Latin IV Prose &amp; Poetry (readings vary by year)

AP Latin

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

In this course, students will develop the fundamentals of the four linguistic skills of listening, speaking, reading, and writing. The curriculum has a fully integrated program through which students will be exposed to the Hispanic cultures so that they gain a greater understanding and appreciation of the Spanish-speaking world. Spiraling of material ensures development of language proficiency so that students can communicate effectively and express themselves with confidence. Although prerequisite skills are not necessary, a willingness to participate is essential to developing basic language skills.

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

This course focuses on the four basic skills of listening, speaking, reading, and writing. The curriculum has a fully integrated program through which students will be exposed to the Hispanic cultures so that they gain a greater understanding and appreciation of the Spanish-speaking world. Spiraling of material ensures development of language proficiency so that students can communicate effectively and express themselves with confidence. Although prerequisite skills are necessary, a willingness to participate is essential to developing basic language skills.

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

This course is a continuation of Spanish 1A and continues to focus on the four basic skills of listening, speaking, reading, and writing. The curriculum has a fully integrated program through which students will be exposed to the Hispanic cultures so that they gain a greater understanding and appreciation of the Spanish-speaking world. Spiraling of material ensures development of language proficiency so that students can communicate effectively and express themselves with confidence. Although prerequisite skills are necessary, a willingness to participate is essential to developing basic language skills.

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

*A grade of C or above in Spanish I is required for this course to ensure a successful year.*

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

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

*A grade of C or above in Spanish II is required for this course to ensure a successful year.*

In continuing the Spanish curriculum, students will increase their proficiency in all four areas of communication: interpersonal speaking, presentational speaking, interpersonal writing, and presentational writing. They will increase their reading skills by reading selections from various Hispanic authors. The students will also strengthen their writing and speaking skills by acquiring more structures and vocabulary. Cultural aspects of the language and speaking will play an important role in the class. The class is conducted in Spanish 90% of the time.

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

**10 Credits**

*A grade of B or above in Spanish III is recommended to enroll to ensure a successful year.*

In this course students review and study in greater depth the structure, vocabulary and cultures of the language. Through the studies of history, literature, art and films, students improve their skills while gaining a greater proficiency in all four areas of communication: interpersonal speaking, presentational speaking, interpersonal writing, and presentational writing. Students are expected to have a strong desire to learn and be willing to communicate in the target language. The class is conducted in Spanish 90% of the time.

**AP SPANISH LANGUAGE and CULTURE - Grades 11, 12 (06112 –498)**

**10 Credits**

*Successful completion of the summer assignment and a B or above in Spanish IV.*

This course is conducted entirely in Spanish. It is the equivalent of a third semester college course and is offered to highly motivated students. Using authentic materials, students will develop skill in listening comprehension, increase reading competency, improve writing ability, and attain a greater speaking proficiency using the four modes of communication: interpersonal speaking, presentational speaking, Interpersonal writing, and presentational writing. Teacher approval for entrance in this course is highly recommended.

Students enrolled in AP Spanish are required to take the AP exam in May.

Teachers of Latin seek to engage all learners in the study of Latin, the language of the Romans, medieval European literature, and the Renaissance humanists. Beginning in the middle school, Latin students will master the most frequent vocabulary of Latin literature through exposure to these words in communicative contexts and develop a basic understanding of the history, culture, and mythology of the Greco-Roman world. This builds a foundation for deeper cultural and grammatical study at the high school level. As students progress in their study of Latin, they will gradually interact with increasingly complex adapted and authentic resources. Though much of our focus remains on the culture, mythology, and history of the Roman World, we also believe that students should experience the full breadth of Latin literature, from ancient to medieval, Renaissance, and modern.

**Latin I Grades 9, 10 (06301 - 411)**

**10 Credits**

In this course, students begin to read, understand, and interpret Latin through oral and written exercises based on the Cambridge Latin Course which follows a Roman family living in Pompeii. The goals of this course are for students to prepare to read and understand Latin texts both adapted and authentic, to expand their knowledge of Ancient Roman culture, and better understand how Latin and its culture relate to the world today.

**LATIN II - Grades 9, 10 (06302 - 412)****10 Credits**

In this course, students continue to read, understand and interpret Latin using the Cambridge Latin Course. Students will continue to acquire high frequency vocabulary through oral, listening and written activities. They will delve deeper into the history, culture, and stories of the Romans and their cultural descendants.

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

Students will delve even deeper into the history, culture, and stories of the Romans and their cultural descendants. Students will be expected to interact with linguistic information at a higher level and can expect to read more authentic texts, adapted or unadapted. In this course, students will continue to read, understand and interpret Latin as well as use high frequency Latin vocabulary through oral, listening and written activities.

**HONORS LATIN IV PROSE & POETRY - Grades 11, 12 (06305 –417H/418H)****10 Credits**

In this course, students continue their study of adapted and unadapted Latin from the pre-classical through Renaissance. Students study the impact these works had on the Romans' society as well as on today's social, literary, and political traditions. Readings may change on a yearly basis based on student interest, allowing students to take this course twice. Students may take this course after the successful completion of Latin III.

**AP LATIN - Grades 11, 12 (06313 –494)****10 Credits**

The Advanced Placement Latin course includes in-depth study of selections of Vergil's Aeneid and Caesar's Gallic Wars. The course requires students to prepare and translate the reading and place these texts in a meaningful context, which helps develop critical, historical and literary perspectives. Throughout the course, students consider themes such as leadership, war, Roman values, and mythology in the context of ancient literature and bring those works to life through class discussions, debates and presentations.

Students enrolled in AP Latin are required to take the AP exam in May.

**WELLNESS DEPARTMENT**

Courses in this department are intended to encourage and strengthen the physical, social, and mental development of students. Students are challenged and stretched through rigorous physical education classes and thought-provoking health classes. Students in grade 9 attend wellness every day, while students in grades 10, 11, and 12 are required to take one semester of wellness each year (a second semester may be selected as an elective as enrollments allow). The 9th grade Wellness classtime allows for programming for health and community development. All students are required to take one semester of Health during the 10<sup>th</sup> or 11<sup>th</sup> grade year.

**Credits required for graduation:**

Wellness – Grade 9 (full-year course that also requires 10 hours of community service learning)

\*Wellness – Grades 10, 11,12 (one semester required each year)

\*Health – Grades 10 (one semester required in 10<sup>th</sup> grade)

Adaptive Physical Education – Grades 9, 10, 11, 12 (arranged through the Special Education Department)

**Electives:**

Peer Team – Grades 11, 12

\*Social Emotional Wellness: Lessons in Alternative Health – Grades 11, 12

\*Sport and Society – Grades 11, 12

\*Wellness – Grades 10, 11, 12 (as enrollments allow)

\*indicates a semester course

**WELLNESS - Grade 9 (08001 - 909)****6 Credits**

The Wellness 9 curriculum is designed to provide a strong fitness and movement foundation for students as they transition to high school Wellness. The goal is to facilitate the development of a physically educated person who:

- Has learned skills necessary to perform a variety of activities
- Is physically fit
- Participates regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contributions to a healthy lifestyle

Toward this end, students will participate in units covering fitness, team sports, individual sports and activities, team building and challenge activities, and outdoor education experiences. The Wellness 9 curriculum is also designed with the intention of creating and developing a sense of community and class identity through advisory groups and 9<sup>th</sup> grade only activities. Local trips, in-school activities, guest speakers and a 10 hour required Service Learning experience will further enhance the learning of Wellness 9 students. Grading is based on rubrics containing elements of student effort, content knowledge, class performance, and fitness progression.

Along with Physical Education, 9th graders are required to take one quarter of Health Education. The Health curriculum will include, but is not limited to, the Life Skills program and the Get Real Program. We will cover topics such as healthy decision making, substances, healthy relationships, social media, STI's, pregnancy prevention, coping with anxiety and peer pressure.

**\*WELLNESS - Grades 10, 11, 12 (08001-912)****3 Credits**

Wellness classes are comprised of physical education electives for high school students in grades 10-12. Students select and participate in elective activities over the course of the semester (number and type of activities are dependent on the wellness staff assigned to a given section). Elective groupings are intended to ensure that each student is exposed to a variety of team sport, individual sport, fitness, and adventure activities. In addition to the elective activities, specific fitness days are spread throughout the electives and continue to be one third of the students overall experience and grade. Students will receive a letter grade that is based on rubrics set up for each unit of study.

**\*HEALTH - Grades 10 (08051-921)****3 Credits**

The health education program is a semester long course which builds upon the health skills learned in our 7-9th grade programs. It is designed to equip students with the ability to process, synthesize and respond appropriately to the myriad of social pressures and influences applied to them during their formative years. Among the topics discussed are personal health and safety, emotional and mental health, peer-pressure, cyber-safety, substance abuse, social and relational health, with a unified theme of healthy decision-making.

This course contains units on human sexuality. Parents wishing to exempt a child from any part of this curriculum should contact the principal. Students will not be penalized as a result of such exemption. While students may enroll in this course during 10<sup>th</sup> or 11<sup>th</sup> grade; 3 credits in Health are required for graduation.

**\*SOCIAL EMOTIONAL WELLNESS I/II- Grades 11,12 (08057 - 916/08057 - 916)**

**5 Credits**

Research has proven that the reduction of stress and the development of social/emotional skills have corresponding health and academic benefits. We also know that the brain can grow and develop through neuroplasticity. Just as we exercise our muscles to change them, we can also change how our brain's function. In this course, subtitled "Lessons in Alternative Health," we will cover the benefits of Mindfulness and learn how to be mindful. We will research the different types of meditation, and each student will begin their own meditation practice. We will also study the benefits of yoga, healthy eating and sleeping and learn how to incorporate these healthy practices into our daily lives. Other topics of interest to students may be studied as well. This course relies heavily on participation, but it will also include readings and written assignments.

**\*SPORT and SOCIETY – Grades 11,12 (08017-931)**

**5 Credits**

Due to its central place in society, the visibility and stature of athletes, and the extent to which its worldwide audience cuts across gender, race, and socioeconomic lines, sport can bridge cultural gaps, resolve conflict, and educate people in a way that few other activities can. Sport in Society is a semester long class that attempts to encourage the paradigm shift of sports being more than just a scoreboard, but a true place of learning about oneself and others. The course will cover topics related to sport philosophy (games, play, and movement), sport psychology (participation, theories of motivation), nationalism in sport, sporting culture, current trends/topics, and careers in sport.

**PEER TEAM - Grades 11, 12 (22209-915)**

**10**

**Credits**

The Peer Resource Team is a dynamic representative group of juniors and seniors, who are trained during a yearlong course to advise their peers in navigating issues regarding health, stress, relationships, depression, sexuality, alcohol and other drugs. Committed to developing leadership skills, the Peer Team also assists in the Middle and High School as peer mentors, student teachers, and peer mediators who guide peers through conflict to mutual resolution. Each academic quarter, the Peer Team also works on several initiatives that serve the needs of the wider school community.

Selection Process

Collaboratively selected by Peer Team members, Faculty, Staff, Guidance and Administration, candidates must have proven proficiency with health and wellness material and the ability to be a positive role model living by Mount Greylock's code of conduct. Striving to expand the active team dynamic and to represent as much of the diversity on our campus as possible, the Peer Team Selection Committee looks for emergent leadership qualities across various groups of the student body at our school. Students who wish to be considered for the team should apply at the beginning of April of their sophomore or junior year. Juniors who wish to serve a second year on the team must submit their Portfolio for consideration at the end of March and again in June.

Individual Assessment

Student Assessment each term is based upon an Individual Portfolio, documenting participation, special projects, school community service and progress made toward expanding subject

knowledge and leadership skills. The Peer Resource Team engages in routine peer advising, peer mediation and community service that involves out-of-class time and out-of-school time. As such, interested applicants should discuss this program carefully with their parents and guidance counselor before applying to determine whether it is a good fit with their schedule and the requirements of the program.

## **SPECIAL EDUCATION/STUDENT SUPPORT SERVICES**

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

### **COMMUNITY-BASED EDUCATION PROGRAM – Grades 11, 12, 12+ (22206-1096) 10 Credits**

Special education students in their final years of high school (typically 18-22 year olds) may choose to participate in the Community-Based Program instead of a full day of coursework on campus. The Community-Based Program includes daily living, skill development, and pre-vocational training. This is a full-day program, and high school students who enter into this program participate in both components to help prepare them for adult living upon graduation.

### **ACADEMIC SUPPORT - Grades 9, 10, 11, 12, 12+ (22005-1008/1003) 10 Credits**

Academic Support provides intensive support in a small group setting. This course is designed to meet the needs of students with varying levels of need through access to modifications and accommodations, identified through the TEAM process, in an environment that is nurturing and supportive. Students are provided with the opportunity to develop independent skills, through instructor guidance and modeling.

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

While some of the methodology of the Adapted PE class is different, the purpose remains to strengthen the physical, social, and mental development of students. Students will work at improving their fitness, motor coordination, motor programs, and social and team interactions.

A.P.E. students will learn in a Least Restrictive Environment (LRE). LRE refers to adapting or modifying the curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Placement may include one or more of the following options:

- The general physical education setting
- The general physical education setting with a teaching assistant or peers
- A separate class setting with peers
- A separate class setting with assistants
- A one-to-one setting between students and the instructor

A.P.E. involves differentiating instruction so the physical activity is as appropriate for the person with a disability as it is for a person without a disability. The emphasis of adapted physical

education is to facilitate participation of students with disabilities with typically developing peers in age-appropriate activities.

**ADAPTIVE MUSIC - Grades 9, 10, 11, 12, 12+ (05149-1019)**

**10 Credits**

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

**LIFE SKILLS CLASS – Grades 9, 10, 11, 12, 12+ (INTEGRATED) (22206-1092A)**

**10 Credits**

The Life Skills program is designed for students with Individual Education Plans, who need to develop a variety of skills in their everyday lives. This program blends skills related to community living, and social skills, providing opportunities to practice many of these skills as part of the school day. The program incorporates community outings to various cultural organizations, as well as community service experiences in order to assist students in becoming contributing members of their community.

**LIFE SKILLS MATH – Grades 9, 10, 11, 12, 12+ (INTEGRATED) (22206-1092M)**

**10 Credits**

Life Skills Math is designed to make math relevant for students learning functional skills to prepare for independent living. This course provides comprehensive instruction that students need for being self-sufficient. The yearlong course focuses on using math skills in real-life situations for those who may have basic computational skills but need practice in applying these skills.

**LIFE SKILLS ELA/READING – Grades 9, 10, 11, 12, 12+ (INTEGRATED) (22206-1092W)**

**10 Credits**

The Life Skills Language Arts class focuses on reading and writing skills needed for independent living, completing functional tasks, and accessing news and schedule documents. Life Skills Reading teaches students long-term reading skills. From pre-reading skills through reading fluency, the course provides exercises, word study skills, and reading strategies, along with high-interest fiction and non-fiction stories. Lesson-extending reinforcement follows each story to support critical skills and encourage new readers. Students learn phonics and word attack strategies in this focused, comprehensive approach to reading instruction.

**PRE-VOCATIONAL (INTEGRATED) (22153-1090)**

**10 Credits**

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

The Pre-Vocational program is designed to offer the opportunity to develop occupational and daily living skills, with an emphasis on transferable work skills and behaviors. Students are provided the opportunity to work in an inclusive setting with peers of varying ability. Tasks often focus on following instructions, interpersonal skills, and task completion. This program offers the opportunity to participate in community events as well as to organize and host events.

**ADAPTIVE ART – Grades 9, 10, 11, 12, 12+ (05199-1107)**

**10 Credits**

Adaptive Art is designed to offer a creative outlet for students with disabilities, reinforce inclusiveness and positive self-image, and highlight the importance of arts education in the development of our young people. While in class, the students explore various artistic media such as collage-making and acrylic painting.

## ADDITIONAL ELECTIVES

*These electives are not offered every year.*

### **\*FILM STUDIES - Grades 11, 12 (05168-699)**

**5 Credits**

This semester-long course will explore the fundamental elements of formal film analysis in terms of *mise-en-scène*, cinematography, sound, and editing. Lessons on image, camera movement, lighting, editing, sound, performance, and spectacle will be supported with the use of feature-length narrative films. Students will demonstrate proficiency through a series of group discussions, research projects, and analytical writing assignments. Additional focus will be placed on the technologies employed throughout the history of cinema as well as on the social impact these narratives have had on society. The last unit—largely student driven—will contrast what we have learned about narrative film with documentary, an ever-changing subset of film defined by critic Pare Lorentz as "factual film, which is dramatic."

### **\*CLASSICAL MYTHOLOGY - Grades 10, 11, 12 (XXXX-XXX)**

**5 Credits**

This semester-long elective course explores the stories of the gods and heroes of ancient Greece and Rome and investigates their expression in literature, art, drama, and music from antiquity to the present. We will examine mythology within its ancient cultural context, focusing particularly on the relationship of myth and ancient Greek religion, and we will study how the development of philosophy, science, and history affected the Greeks' reception of myth. We will also become familiar with modern theories that attempt to explain the nature and meaning of these stories, which have had such enduring influence. Texts will include selections from Homer's *Iliad* and *Odyssey*, tragedies by Sophocles and Euripides, and Ovid's *Metamorphoses*.

### **\*NEWSPAPER PRODUCTION I - Grades 9, 10, 11, 12 (11101-1011A)**

**5**

#### **Credits**

The Newspaper Production class is designed to give students a basic understanding of journalism and newspaper writing techniques. The class members serve as the staff for the student newspaper as well as writers for digital news; the class may provide opportunities to guest write for local news outlets. Students learn and practice advanced journalism writing and production skills as they produce the newspaper on a regularly scheduled basis. Students develop their writing abilities and editing skills by creating several articles for the school paper while serving as peer editors for others' work. This cooperative classroom environment presents opportunities for hands-on learning, practical skill development, and possibilities in leadership growth. It also functions to serve the larger Mount Greylock community with its news products.

### **\*HOMEWORK SUPPORT - GRADES 9,10,11,12 (22005-1085HS)**

**5 Credits**

This course is designed to meet the needs of students with varying levels of academic need through daily access to additional support. Students are provided with a structured learning environment with teacher input relative to content, study skills, time management and school resources.

### **\*MCAS REMEDIATION - Grades 11, 12 (1112-22002)**

**5 Credits**

This course is required for all students who have not passed any of the MCAS tests, which are required for graduation. The class is individualized and students are provided with a curriculum that suits their needs. Generally, the course is self-paced, but with ongoing guidance from the

instructor. The teacher works in consultation with the Curriculum Leaders to ensure that the students are provided with materials that will best support their success with this graduation requirement.

**\*MCAS REMEDIATION II – Grades 11, 12 (1112B-22002)**

**5 Credits**

This course is required for all students who have not passed any of the MCAS tests that are required for graduation. The class is individualized, and students are provided with a curriculum that suits their needs. Generally, the course is self-paced, but with ongoing guidance from the instructor. The teacher works in consultation with the Curriculum Leaders to ensure that the students are provided with materials that will best support their success with this graduation requirement.

**INDEPENDENT AND EXPERIENTIAL LEARNING (IEL)**

Designed for students in 11<sup>th</sup> and 12<sup>th</sup> grade, Independent and Experiential Learning allows students to earn elective credits for experiences that further their individual academic and intellectual development outside of the traditional classroom. IEL helps students build 21st century skills and prepare for their post-high school academic and professional lives. In order to be approved for an IEL, students must demonstrate readiness for independent work and develop a plan of study that goes beyond what is offered in the regular school curriculum. School Counselors are available to gauge the appropriateness of plans, to help focus and refine ideas, and to identify potential teachers.

There are eight courses in which students can participate:

<b>Independent &amp; Experiential Learning</b>	<b>Type of Grade Earned</b>	<b>Elective Credits per Semester</b>	<b>Included in GPA</b>	<b>Included on Transcript</b>
IEL : Teacher Assistant	Pass/Fail	5	No	Yes
IEL : Independent Study	Pass/Fail	5	No	Yes
IEL : VHS Online Course	Letter Grade	5	Yes	Yes
IEL : College Course at BCC, MCLA, and/or Williams College	Letter Grade	5	Yes	Yes
IEL: Work-Based Learning	Pass/Fail	5	No	Yes
IEL : Work Experience	Pass/Fail	5	No	Yes
IEL: Senior Internship (approximately five weeks)	Pass/Fail	No	No	No

Students interested in participating in an Independent Study or as a Teaching Assistant work with their school counselor and the appropriate teacher to design their IEL course and must submit a thorough and thoughtful proposal before the semester begins. Students partaking in these programs are required to complete various writing assignments determined prior to the start of the IEL. Teaching Assistants complete a reflective essay about their experience at the conclusion of each semester.

No IEL application is approved unless the entire application has been completed and signed.

### INDEPENDENT AND EXPERIENTIAL LEARNING ELECTIVES

#### **\*IEL TEACHER ASSISTANT – Grades 11, 12**

**5 Credits**

Being a teacher assistant provides first-hand experience with and exposure to many facets of the teaching profession. Assisting in middle school and resource classrooms as well as Wellness for grades 7, 8 and 9, students learn how to plan and implement a variety of learning experiences, help individual students, and carry out guided observations. A student interested in becoming a teacher assistant must create a contract with the teacher with whom he/she will work; candidates must also have proven proficiency with the class material and the ability and desire to be a role model. Teacher Assistants are required to maintain a journal of observations to use when they craft a reflective essay at the end of each semester. Students typically take this course one semester but may apply for a second semester.

#### **\*IEL INDEPENDENT STUDY – Grades 11, 12**

**5 Credits**

Independent studies provide students, or groups of students, the opportunity to do work in an area of their own choosing outside of the regular school curriculum. The Independent Study is a rigorous, self-directed course of study that includes clear objectives, activities, outcomes, and criteria for evaluation. Students work with a faculty member of the appropriate department to plan, monitor, and evaluate performance. Grading is pass/fail.

#### **\*IEL VIRTUAL HIGH SCHOOL® ONLINE COURSE – Grades 10, 11, 12**

**5 Credits**

VHS, Inc. is a national nonprofit organization, which provides online NetCourses to participating schools across the country and around the world. Mount Greylock students can choose to take a course that is not offered in our Program of Study. Space is limited and interested students should speak to their school counselor about options as well as how a VHS course would fit into a daily schedule.

#### **\*IEL COLLEGE CLASS AT BCC, MCLA, AND WILLIAMS – Grades 11, 12**

**5 Credits**

Mount Greylock seniors seeking further academic challenge have the opportunity to take classes at three local colleges – Berkshire Community College, Massachusetts College of Liberal Arts, and Williams College – under each college's dual-enrollment program. For registration details and appropriateness, see your school counselor. Taking a college course can still be a logistical challenge as college courses do not fit into the same time frames as course periods at Mount Greylock and transportation is not provided.

\* BCC: A Bridge to College offers free college credit to Berkshire County high school seniors who are Massachusetts residents. Students must take the Accuplacer test to determine placement. Upon completion, a college transcript and credit are provided.

\* MCLA: Mount Greylock students with a 3.0 GPA or better may apply to take an MCLA class if all prerequisites have been fulfilled, and there is space available in the class. Upon completion, a college transcript and credit is provided.

\* Williams: Mount Greylock students in good standing and with GPAs over 3.8 may request entry to a Williams College class. Students must provide a copy of their transcript and receive instructor approval. Depending upon the department, additional requirements may exist. Generally, entry-level classes only are considered.

**\*IEL WORK-BASED LEARNING - Grades 10, 11, 12 (22998-9910)****10 Credits****Per 400 Hours**

IEL Work-Based Learning ensures both student and employer have a meaningful working relationship that benefits both area businesses and local schools looking to meet and exceed educational and life goals for students through and beyond high school. Work-based learning credits are awarded to students who have a part-time job (at least 10 hours per week during the school week). A student must register with a school counselor and submit weekly time sheets from his or her employer as well as completing all necessary paperwork.

**IEL SENIOR INTERNSHIP – Grade 12****5 or 10 Credits**

IEL Senior Internship is a work-based learning experience that gives students an opportunity to gain greater knowledge and skills in a career field of their choice. During the latter part of the fourth quarter of their senior year, in place of attending academic classes, interns report to their workplace. Interns keep journals, submit weekly time sheets, and develop work-based learning plans. Workplace mentors work closely with interns and evaluate their performance.

**IEL ALTERNATIVE SENIOR YEAR – Grade 12****Credits determined by program**

A provision has been made by the school district for students to earn a diploma with three years in attendance at Mount Greylock Regional High School instead of the usual four and the approval of one of the options listed below. Participation in the Alternative Senior Year requires passing the MCAS and meeting all course distribution requirements, except their fourth year of English and mathematics, prior to grade 12. Thus, a student must have a total of one hundred eighty (180) credits plus 15 credits in wellness/health by the end of grade 11. The one hundred eighty (180) credits must include thirty (30) credits in English, thirty (30) credits in social studies, which must include ten (10) credits in United States history, thirty (30) credits in mathematics, and thirty (30) credits in science. Students acknowledge that semester-long college courses are assigned the same credit as semester-long high school classes – 5 credits. Interested students should discuss this program carefully with their parents/guardians and school counselor before requesting an alternative senior year. A letter of request is written to the principal and signed by the student and parent/guardian. A committee of counselors and administrators reviews the requests and grants or denies alternative senior year status.

**To be eligible for an alternative senior year:**

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

**\*WORK EXPERIENCE I - Grades 11, 12 (22998-1099)****5 Credits*****Offered in semester I***

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

and Receiving Office. Students are encouraged to take Work Experience I, Work Experience II, or both Work Experience I and II.

**\*WORK EXPERIENCE II - Grades 11, 12 (22998-1099B)**

**5 Credits**

*Offered in semester II*

Students are awarded credits toward graduation based upon successful completion of a work experience within the school building. Possible work sites might include: Principal's Office, District Office, Guidance Office, Cafeteria, Special Education Office, Maintenance, Wellness Department, and Receiving Office. Students are encouraged to take Work Experience I, Work Experience II, or both Work Experience I and II.

**MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT**

**1781 COLD SPRING ROAD**

**WILLIAMSTOWN, MA 01267**

**(413) 458-9582**

[www.mgrhs.org](http://www.mgrhs.org) @MGMounties

**District Administration:**

Kimberley Grady, Superintendent

Eileen Belastock, Director of Academic Technology

Patrick Priester, Acting Director of Pupil Services

Rob Wnuk, Director of Operations and Technology

Stacie Vigiard, District Office Manager

Susan Gigliotti, Office of Pupil Personnel Assistant

**Building Administration:**

Mary MacDonald, Principal

Jacob Schutz, Assistant Principal

Lindsey von Holtz, Director of Athletics and Co-Curricular Activities

Nancy McMullen, Office of the Principal Secretary

**Guidance Team:**

Jessica Casalinova, High School Counselor

Beverly Maselli, High School Counselor

P.J. Pannesco, Middle School Counselor

Sarah Tierney, Guidance Secretary

**APPENDIX A**

**Mount Greylock Regional High School**

**Advanced Placement & College Classes Contract**

**(Attach signed document to course selection form and make a copy for your records.)**

Mount Greylock High School supports any student who wishes to accept the challenge of Advanced Placement (AP) and/or college-level classes with one of our institutional partners. With that challenge comes certain expectations regarding the maturity and capabilities of the enrolled students. Please remember that **Advanced Placement courses are college level courses**. Students should be motivated to take an AP or college-level class by an appreciation for the subject. Students who are overextended with academics and/or extracurricular activities should seriously consider if they have time to devote to an AP class and the number of AP classes they can successfully complete. Similarly dual-enrollment at a local college, while desirable, comes with

academic scheduling and logistical challenges. Whether students wish to enroll in an AP class or have met the eligibility requirements for taking a college class and plan on enrolling, they are required to complete this worksheet and submit it with their Mount. Greylock course enrollment forms.

**Students are expected to:**

1. Be independent learners, willing to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse sources.
2. Meet any prerequisites prior to enrolling in an AP or college course.
3. Prepare for and take tests on time.
4. Accept that enrollment in an AP course does not guarantee an A or B grade.
5. Spend more than the average amount of time on work outside of class.

**Students who enroll in an AP course and their parent/guardian must sign the following written contract:**

1. I recognize that I have to demonstrate independence and responsibility. AP and other college courses typically require more homework compared to college prep courses.
2. I commit to remain enrolled in the AP courses I have chosen for the entire year. If special circumstances arise and I must drop an AP course, I understand there may not be space available in another class. I understand I may have to delay taking a required class because of my drop.
3. I understand there may be a prerequisite for an AP course as outlined in the program of study. By enrolling in an AP course, I certify that I meet these prerequisites.
4. I agree to demonstrate integrity as I pursue my course of study.
5. I will speak with my parent/guardian, teacher, school counselor if I start feeling overwhelmed with my academic workload.
6. I realize that by enrolling in an Advanced Placement course I am expected to take the corresponding Advanced Placement Examination in May. Funding support for this examination may be available for students with demonstrated financial need.
7. I will complete the Time Management Worksheet to the best of my ability and use this in selecting my courses to maintain a balanced life.

*3/7/17 Adapted from materials developed by Palo Alto High School*

**Time Management Worksheet**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Counselor \_\_\_\_\_

This worksheet is a time management tool. It is designed to help you make informed decisions about the way you want to spend our time next year.

Academic Activities (e.g. 5 days x 7 hours)	Activity Course Title	Avg. hours per week outside of class (including projects studying for tests, homework, etc.)
English		
Social Studies		
Math		
Science		

Language		
Electives:		
a.		
b.		
c.		
Outside Activities (as applicable)		Subtotal
Hobbies/interests		
Work/Job/Chores/Community Service		
Religious Activities		
Sports		
Music/Theatre		
Other		
Daily Living Activities		Subtotal
Family		
Sleep (recommended – 7 days x 9 hours = 63		
Miscellaneous necessities (eating, showering, etc.)		
		Subtotal
Total Hours in a Week (THW)		
Total Activity Hours (TAH): sum of school, outside, and daily living activities		Minus
Spare time for friends, phone, social media, etc. (THW-TAH)		Equals

AP or college courses I plan on taking:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date

3/7/17 Adapted from materials developed by Palo Alto High School

## The Seventh Grade at Mount Greylock 2020-2021

### The Core Philosophy

The 7<sup>th</sup> grade core curriculum at Mt. Greylock addresses the academic and social skills necessary for adolescents transitioning into middle school. As a team, the seventh grade teachers are dedicated to preparing each individual student to enter secondary school by teaching them how to develop the skills necessary to analyze problems, research and synthesize information, write thoughtfully, and think critically about the world that surrounds them. To accomplish these goals, teachers meet regularly to prepare integrated lessons and discuss individual student progress. Our team approach helps to ensure that students are provided with a socially appropriate, rigorous and relevant academic program that strives to meet each student's individual needs.

### The Core Curriculum

#### English 7 (51035 – 170)

7<sup>th</sup> Grade English is a fun, busy year designed to help students improve their reading, writing, critical thinking and public speaking skills. During the first quarter students begin to learn and grow as writers through autobiographical poems, stories and essays. Throughout the seventh grade year, students will write nearly every day for English class, and will learn the value of careful editing and revision through highly specific and individual feedback from their teacher. Students are required to write in a variety of forms (analytical, narrative, expository, creative, and persuasive) and are taught to always consider AUDIENCE and PURPOSE. Every seventh grader will read a minimum of eight books, including at least four whole-class reads and several student-selected "outside reading" titles. In addition, a primary goal of 7<sup>th</sup> grade English is to hear *every voice, every day*.

#### Math 7 (52037 – 270)

In 7<sup>th</sup> grade, mathematical study focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. To support all students two 7<sup>th</sup> grade classes are offered. Regular 7, which completes only the 7<sup>th</sup> grade curriculum in 7<sup>th</sup> grade and prepares students for advancement to 8<sup>th</sup> grade mathematics, and Accelerated 7, which completes both the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum in the 7<sup>th</sup> grade and prepares students for advancement to Algebra I.

## Math 7 - Developmental Math

The overarching goal of this course is for students to master the mathematics standards for the Seventh Grade as outlined in the Massachusetts Curriculum Frameworks. While working towards this goal there is a focus on building basic calculation skills, problem solving skills and building confidence and ability to apply mathematical concepts to real world situations. This class offers a small group approach aimed at providing customized instruction as may be needed.

## Science 7 (53237 – 370)

The 7<sup>th</sup> grade science program provides a general introduction into life and physical sciences. Investigation through experimentation and research are emphasized throughout the year, and students use inquiry to investigate a variety of questions and write lab reports. Students begin by studying the evidence that is used to support our understanding of Evolution and how organisms are related. They investigate cellular processes and learn about the role genetics plays in the relationships among all living organisms. In the spring of the year, students investigate electromagnetism during a study of kinetic and potential energy and investigate Newton's Laws through a variety of experiments. Students can also expect to complete projects in which they investigate the evolution of an organism, research a genetic disease and create a catapult.

## Social Studies 7 (54437 – 670)

The 7<sup>th</sup> grade social studies curriculum will study the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. Students study these topics by exploring guiding questions such as, "How did the concept of self-government develop?" and "Why do empires rise and fall?"

## The Electives

### Wellness

The Physical Education curriculum is designed to provide a strong fitness and movement foundation for students as they transition from elementary school. The goal is to facilitate the development of a physically educated person who:

- Has learned skills necessary to perform a variety of activities
- Is physically fit
- Participates regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities and healthy decision-making
- Values physical activity and its contributions to a healthy lifestyle

Toward this end, students will participate in units covering fitness, team sports, team building and challenge activities. The Wellness 7 curriculum is also designed with the intention of creating and developing a sense of community and class

identity. Grading is based on rubrics containing elements of student effort, content knowledge, class performance, and fitness progression.

#### World Language

Students have the option to take Latin or Spanish. Latin 7 and Spanish 7 offer middle school students the opportunity to begin language studies in a formal but slow-paced manner. Successful completion of two years of language at the middle school level will qualify students for level II beginning in 9<sup>th</sup> grade and enable them to continue their studies through to the Advanced Placement level. Students will learn to speak, read, write, and understand in their chosen language. The curriculum is investigated through books, stories, culture exploration, videos, and a myriad of projects.

#### Enrichment, Band, Orchestra, and Chorus

One period of the middle school day provides an option for students to participate in performing music or take some enrichment classes. Students interested in performing arts can take band, chorus and orchestra. There are options for learning a new instrument as well as continuing an instrument from elementary school. Students can participate in one of the classes and possibly alternate between two.

Students who do not participate in a performing music class will be assigned to the Enrichment Program. Here students will spend each quarter investigating a different discipline. Courses in this program vary each year and have included Technology, Mythology, Visual Arts and Music Appreciation.

#### Directed Study

As part of the daily schedule, each student is assigned to a teacher for an opportunity to work on organizational and academic skills. Throughout the year, the teacher and student build a relationship that enables the teacher to understand strengths and weaknesses, and help the student set and accomplish academic goals. Students learn to prioritize their work, use an agenda book, organize binders, look at academic progress using our PowerSchool grading program, and set goals for academic accomplishments. Directed Study is an important part of the students' day as it helps them to develop the skills necessary to be successful throughout their academic careers. Further, it provides time for students to pursue one-on-one instruction from their academic teachers.

## The Eighth Grade at Mount Greylock 2019 - 2020

### The Core Philosophy

The 8<sup>th</sup> grade core curriculum at Mt. Greylock addresses the academic and social skills necessary for adolescents transitioning into the high school. As a team, the eighth grade teachers are dedicated to preparing each individual student to enter high school by teaching them how to develop the skills necessary to analyze problems, research and synthesize information, write thoughtfully and think critically about the world that surrounds them. To accomplish these goals, teachers meet regularly to prepare integrated lessons and discuss individual student progress. This team approach helps to ensure that our students are provided with a socially appropriate, rigorous and relevant academic program that meets each student's individual needs.

### The Core Curriculum

#### English 8 (51036 – 180)

Building on the skills and concepts taught in Grade 7, Grade 8 students further develop their skills as they continue to write complex paragraphs and essays. They conduct research, write informative, argumentative and narrative essays, and deliver speeches as part of an integrated approach to content with social studies. To that end, students read historical fiction and non-fiction, as well as a variety of other genres. In addition to studying novels, students gain exposure to varied and complex texts as they read and examine poetry, short stories, nonfiction essays, and primary documents. Vocabulary and grammar lessons grow from the content and are part of regular instruction. Project-based learning is widely utilized, providing students an opportunity to explore a wide array of media and to be creative in demonstrating their understanding.

#### Math 8 (52038 – 280)

In Grade 8, mathematical study focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, as well as understanding and applying the Pythagorean Theorem. Successful completion of 8<sup>th</sup> grade mathematics prepares students for advancement to Algebra 1.

#### Math 8 - Developmental Math

The overarching goal of this course is for students to master the mathematics standards for the Eighth Grade as outlined in the Massachusetts Curriculum Frameworks(see above). While working towards this goal there is a focus on building basic calculation skills, problem solving skills and building confidence and

ability to apply mathematical concepts to real world situations. This class offers a small group approach aimed at providing customized instruction as may be needed.

#### Science 8 (53238 – 380)

The 8<sup>th</sup> grade science program provides a general introduction into physical and earth science. Throughout the year, students investigate the world around them through the application of inquiry based activities. Students investigate states of matter and learn how energy affects phase changes through observations and experimentation. They also study elements and their atomic structure, and they learn how to read the periodic table. Students further their investigation of the world around them through a study of the Earth. Students investigate changes to the Earth's surface and atmosphere. They investigate change in climate and weather patterns and how changes affect plant and animal life. Students explore ecosystems on the school campus. In addition they investigate the health of Earth and research renewable sources of energy. 8<sup>th</sup> grade science students can also expect to complete projects in which they create a media presentation on an element from the periodic table, create a children's book or field guide on astronomy, journey through a biome, and investigate the pros and cons of various energy sources.

#### Social Studies 8 (54438 – 680)

This course explores early American history along with the foundations and development of local, state, and federal government. Detailed units include the American colonies and government, the formation and influences of the Constitution, the Bill of Rights, citizenship, the three branches of government (Executive, Legislative, and Judicial), local and state governments, voting, elections, westward expansion and the American Civil War. Political, social and economic themes are highlighted throughout the course and an introduction to current events supplements the study of civic life. The course includes a constitutional debate unit where skills of writing, literacy, and public speaking are heavily emphasized.

#### The Electives

##### Wellness

The Physical Education curriculum is designed to provide a strong fitness and movement foundation for students as they transition from elementary school. The goal is to facilitate the development of a physically educated person who:

- Has learned skills necessary to perform a variety of activities
- Is physically fit
- Participates regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities and healthy decision-making
- Values physical activity and its contributions to a healthy lifestyle

Toward this end, students will participate in units covering fitness, team sports, team building and challenge activities. The Wellness 8 curriculum is also designed to expand the school's commitment to creating and developing a sense of community and class identity. Grading is based on rubrics containing elements of student effort, content knowledge, class performance, and fitness progression.

#### World Language

Students have the option to take Latin or Spanish. Latin 8 and Spanish 8 offer middle school students the opportunity to extend language studies in a formal but slow-paced manner. Successful completion of two years of language at the middle school level will qualify students for level II beginning in 9<sup>th</sup> grade and enable them to continue their studies through to the Advanced Placement level. Students will learn to speak, read, write, and understand in their chosen language. The curriculum is investigated through the books, stories, culture exploration, video, CD, and a myriad of projects.

#### Enrichment, Band, Orchestra, and Chorus

One period of the middle school day provides an option for students to participate in performing music or take some enrichment classes. Students interested in performing arts can take band, chorus and orchestra. There are options for learning a new instrument as well as continuing an instrument from elementary school. Students can participate in one of the classes and possibly alternate between two.

Students who do not participate in a performing music class will be assigned to the Enrichment Program. Here students will spend each quarter investigating a different discipline. Courses in this program vary each year and have included Technology, Mythology, Visual Arts and Music Appreciation.

#### Directed Study

As part of the daily schedule, each student is assigned to a teacher for an opportunity to work on organizational and academic skills. Throughout the year, the teacher and student build a relationship that enables the teacher to understand strengths and weaknesses, and help the student set and accomplish academic goals. Students learn to prioritize their work, use an agenda book, organize binders, look at academic progress using our PowerSchool grading program, and set goals for academic accomplishments. Directed Study is an important part of the students' day as it helps them to develop the skills necessary to be successful throughout their academic careers. Further, it provides time for students to pursue one-on-one instruction from their academic teachers.

Revised on 1/6/2020