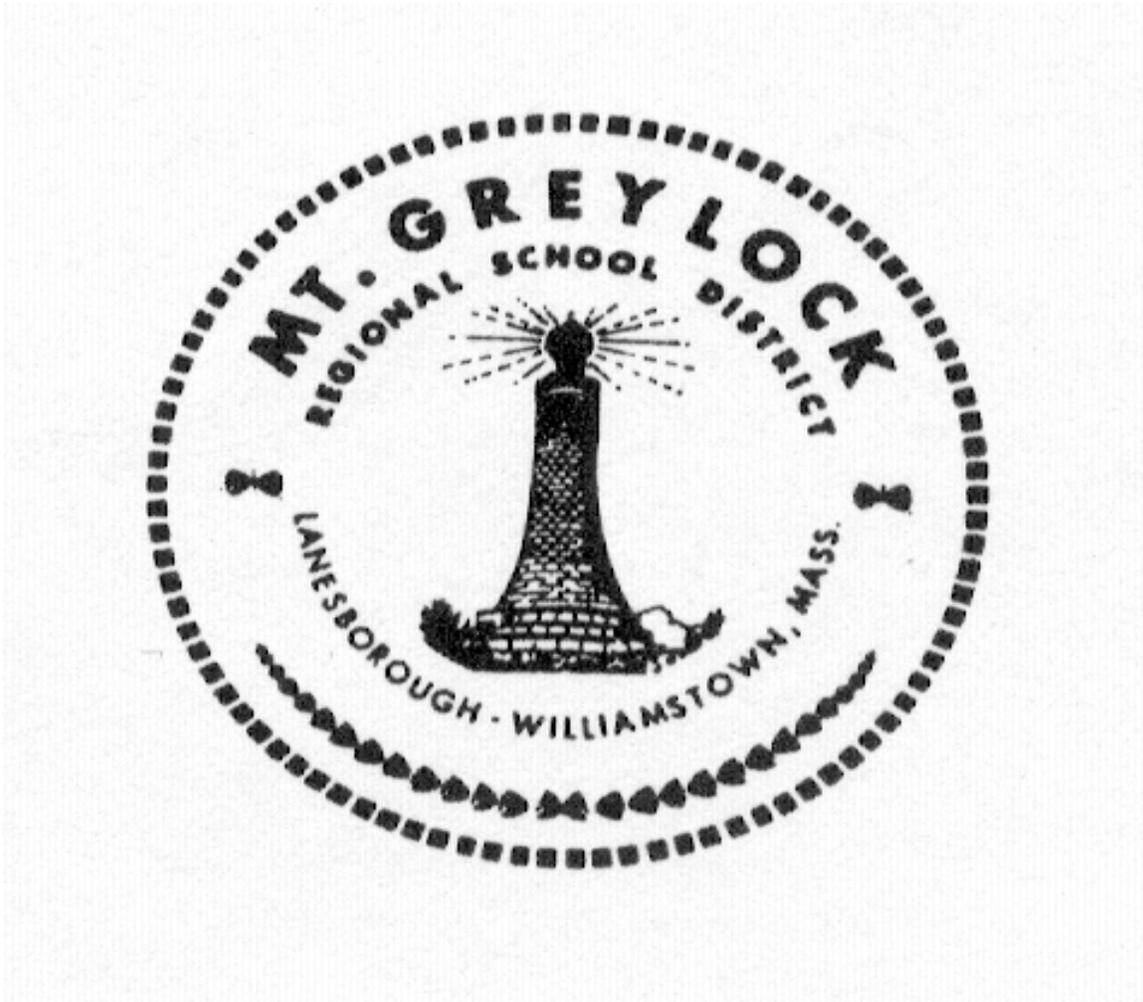


ANTICIPATED PROGRAM OF STUDY 2017-2018



MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT
1781 COLD SPRING ROAD
WILLIAMSTOWN, MA 01267
413-458-9582

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. 4
Course Selection Process	p. 5
Open Enrollment Policy	p. 5
Requirements for College Admission	p. 6
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. 15
Science	p. 19
Social Studies	p. 23
Business Administration and Technology	p. 27
World Language	p. 30
Wellness	p. 32
Visual & Performing Arts	p. 34
Special Education/Student Support Services	p. 38
Additional Electives	p. 40
Independent and Experiential Learning	p. 41
Middle School Course of Study	p. 45
Contact information	p. 50
Appendix A – Time Management Worksheet	p. 51

Mount Greylock Regional High School

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 extra-curricular activities, including athletics (26.06). Copies of the law and these regulations are available from a number of sources, including the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148, and the Department's website, www.doe.mass.edu.

In accordance with M.G.L. c. 76 § 5, the Board of Education's regulations, and the established policies of the Mount Greylock School Committee, Mount Greylock endeavors to ensure that all aspects of public education in the district are open and available to students of both sexes, to members of every minority group, and to all others protected by M.G.L. c. 76 § 5 and other civil rights legislation. A student or the parent or guardian of a student who believes that she or he has been the victim of illegal discrimination should report that discrimination to a building Principal or to Mount Greylock's designated civil rights coordinator. The civil rights and Title IX coordinator is Jacob Schutz, 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 12th 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 class of 2010 and beyond must achieve a scaled score of at least 240 on the grade 10 MCAS English Language Arts (ELA) and Mathematics tests, and earn a scaled score of at least 220 on a high school MCAS Science and Technology/Engineering test in one of four subjects

(biology, chemistry, introductory physics, or technology/ engineering). Students who do not receive a score of 240 or higher on the grade 10 ELA and Mathematics tests must successfully complete an Educational Proficiency Plan (EPP) developed for them in order to earn a CD. Please refer to www.doe.mass.edu/mcas/graduation.html for more information about graduation requirements and the Department's EPP website for more information about EPPs.

COURSE DISTRIBUTION REQUIREMENTS

English	Forty (40) credits
Social Studies	Thirty (30) credits {ten (10) credits must be in United States history}
Mathematics	Thirty (30) credits {Students must pass a course in algebra and in geometry, or its equivalency}
Science	Thirty (30) credits
Wellness	Class 2018 ~ Fifteen (15) credits** {12 credits in wellness and 3 credits in health} Classes of 2019 and beyond ~ Eighteen (18) credits*** {15 credits in wellness and 3 credits in health}

**Students participate in a minimum of one semester of wellness each year. Additionally, students must pass one semester of health, offered as a grade 10- or 11-semester class.

***Students participate in a full year of wellness during 9th grade and a minimum of one semester of wellness each subsequent year. Additionally, students must pass one semester of health, offered as a grade 10- or 11-semester class.

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

P	Pass	For courses with a P/F designation, students receive a passing grade for satisfactory work.
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F	Fail	For courses with a P/F designation, students receive a failing grade for unsatisfactory work.
I	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.
ME	Medical Excuse -- No Grade	ME is issued when a student is medically excused from class. Documentation is required.
WP	Withdrawal Pass	Student is passing at the time of course withdrawal, however, no credit is received.
WF	Withdrawal Fail	Student is not passing at the time of course withdrawal, however, 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 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.) 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 yearlong 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 th grade English
Junior Status	100 academic credits	*You must pass 10 th grade English
Senior Status	150 academic credits	*You must pass 11 th grade English

COURSE SCHEDULING

All courses 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 freshman, 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.

The **three-day add/drop period does not apply to level changes recommended by a student's teacher. 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.

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 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, the district has established this Protocol for Course Advancement. There are no graduation credits or grade given for the course done independently. It is not counted in the student's GPA, nor does it appear on the student's transcript. If 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 independent study. 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.

	9	10	11	12
English	English 9	English 10	English 11 H JRR Tolkien	English 12 H JRR Tolkien
Science	Physics	Chemistry	Biology	Science Electives
Social Studies	America in the World	*Migration & Movement *Industrialization & Urbanization	*Subject to Citizen *Global Citizenship	Social Studies Electives
Mathematics	Algebra I	Geometry	Algebra II Math Methods for Business/H. Statistics	Pre-Calculus Honors Pre-Calculus Intro to College Math Math Methods for Business/H. Statistics
Wellness	Wellness	Wellness/Health	Wellness/Health	Wellness
Electives	World Language & Other Electives	World Language & Other Electives	World Language & Other Electives	World Language & Other Electives

ENGLISH DEPARTMENT

Students need four years of English (40 credits) to graduate from Mount Greylock. There are two levels of English offered in grades 9 and 10, and three levels of English offered in grades 11 and 12. All 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.

All students of English are expected to read one required book and two books of their own choice during the summer months. Students are notified of the 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.

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, the department recommends students who currently have a 90% average or higher in English 8 a

placement in Honors English 9. 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.

<p>Required: English 9/Honors English 9 English 10/Honors English 10 English 11/Honors English 11 OR AP English Language & Composition OR Honors J.R.R. Tolkien and the Pursuit of the Modern Myth English 12/Honors English 12 OR AP English Literature & Composition OR Honors J.R.R. Tolkien and the Pursuit of the Modern Myth</p>	<p>40 Credits</p>
<p>Electives (Not all of the elective courses are offered every year):</p> <ul style="list-style-type: none"> * Creative Writing *The Graphic Novel *Baseball's Life Lessons 	

*indicates a semester course

ENGLISH 9 (01051-110)

10 Credits

The grade nine English course focuses intensely on writing. Students learn to compose persuasive, informative, narrative, and personal essays. Students read, examine and write letters, poems and stories. Ninth graders read *Of Mice and Men*, *Lord of the Flies*, *Positive*, and *To Kill a Mockingbird* along with other shared texts. *Romeo and Juliet* is the Shakespeare play studied at this level. Students also read a variety of nonfiction articles to enrich the rest of the curriculum. Students are required to read at least one additional book outside of the classroom each quarter. Vocabulary and grammar lessons are incorporated into daily instruction.

HONORS ENGLISH 9 (01051-110H)

10 Credits

The ninth grade honors course covers all the material highlighted in the previous description, but also includes additional readings and assignments; it moves at a brisker pace than the college prep course. Students are expected to bring more sophistication to their written work and to class discussions about literature. Student in the honors course may also be assigned additional research.

ENGLISH 10 (01051-120)

10 Credits

This World Literature course for sophomores, through an appropriately challenging curriculum, encourages students to develop a thorough and detailed understanding of important literary categories (short story, poetry, essay, and research paper) while continuing to strengthen their reading, writing, speaking and critical thinking skills. Particular emphasis is placed on analytical writing through refinement of the critical analysis form and through writing a research paper. With the study of a variety of works of literature, students learn critical reading techniques and literary terms that aid them in their preparation for the MCAS in English. Texts traditionally taught in English 10 have asked students to look at characters and their often-complicated relationships with world social orders. Students read *Macbeth*, *Persepolis*, *Things Fall Apart*, and a variety of novels, short stories, essays, and poetry for discussion and as models for student writing. All students are expected to give an oral presentation during various units of study throughout the year. Students are required to read at least one additional book outside of the classroom. Vocabulary and grammar lessons are incorporated into daily instruction.

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

The tenth grade honors course covers all the material highlighted in the previous description, but also includes additional readings and assignments; it moves at a brisker pace than the college prep course. Students are expected to bring more sophistication to their written work and to class discussions about literature. Students in the honors course may also be assigned additional research. Student in the honors course read *Othello* instead of *Macbeth*.

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

As students begin grade 11, they gain awareness of the world around them as they learn about advertising devices, style and techniques of persuasion. The class examines various types of media and its impact on our politics and culture. The unit culminates with a group advertising competition and individual presentations of a persuasive speech. Next, an extensive unit in poetry begins with the study of a few American greats: Emily Dickinson, Walt Whitman and Robert Frost, then moves into a broader look at poetry in all its forms from ballads to hip hop. Students are encouraged to experiment with words, images, and audience in their writing. Additionally, students go on to study personal and narrative essays written in a variety of styles. The class spends time reading excellent examples of personal essays along with tackling a range of writing exercises that help students to gain confidence and feel comfortable with their own voices. Ultimately, this unit concludes with at least one draft of a successful college admissions essay. Over the course of the year students read *The Things They Carried*, *The Great Gatsby*, *Catcher in the Rye* and *Their Eyes Were Watching God*. These novels are supplemented with outside reading books chosen by the student, approved by the teacher. SAT prep/vocabulary, grammar, two formal papers or one research paper, several short papers, and over five hundred pages of reading make up the foundation of grade 11 English.

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

The eleventh grade honors course covers all the material highlighted in the previous description, but also includes additional readings and assignments; it moves at a brisker pace than the college prep course. Students are expected to bring more sophistication to their written work and to class discussions about literature. Student in the honors course may also be assigned additional research.

AP ENGLISH LANGUAGE and COMPOSITION - Grade 11 (01005-190)**10 Credits**

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

Major texts include *The Scarlet Letter*, *Moby Dick*, *Their Eyes Were Watching God*, *The Great Gatsby*, and *The Things They Carried*. Units of study, which require supplemental readings, include but are not limited to, the study of journalism, poetry, practice in exposition, argument, critical analysis, personal narrative, informal nonfiction, memoir, and a lengthy research project on a single American author.

AP students are required to complete specific summer reading. This material is announced in June. Students are required to take the AP English Language and Composition examination in May. Remedial help is not offered at this level; students are encouraged to consider carefully the time commitment required of this course.

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

This full-year class, offered to both juniors and 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 12 (01052 – 140)

10 Credits

The English 12 College Prep course is designed to prepare students for the rigors of the college classroom, with special emphasis on critical reading and writing. The course focuses on a variety of classic and modern texts and proceeds through four units: Speculative Fiction, Contemporary Issues, Tragedy, and Independence. In each unit students will read up to three major texts and complete at least two major writing assignments. Major texts will include: *Feed*, *The Road* (speculative fiction), *Oedipus Rex*, *Hamlet* (Tragedy), *The Importance of Being Earnest*, and *The Last Girlfriend on Earth* (contemporary issues). In addition to the major texts for each unit, all English 12 students will read supplementary poems, short stories, and essays. Because writing is such an important component of the course, students will be asked to write in a variety of modes including literary analyses, personal essays, fictional stories, poems, and at least one research-based essay.

HONORS ENGLISH 12 (01052 – 140H)

10 Credits

The twelfth grade honors course covers all the material highlighted in the previous description, but also includes additional readings and assignments; it moves at a brisker pace than the college prep course. Students are expected to bring more sophistication to their written work and to class discussions about literature. Student in the honors course will also be expected to venture forth into the world in a series of self-directed visits to local parks, museums, and historical sites, writing responses and reports as they begin to flex the muscles of independent scholars and thinkers.

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

10 Credits

The Advanced Placement English Literature and Composition course builds on established, exceptionally strong analytical and compositional skills. 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 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.

AP students are required to complete specific summer reading. This material is announced in June. Students are required to take the AP English Literature and Composition examination in May. Remedial help is not offered at this level; students are encouraged to consider carefully the time commitment required of this course.

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 10, 11, 12 (01104-187)**

5 Credits

This elective course offers students a 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 share their work in class and in a variety of digital communities and will write across a variety of genres and platforms.

***THE GRAPHIC NOVEL - Grades 10, 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.

BASEBALL'S LIFE LESSONS - Grades 10, 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.

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; twenty (20) credits must be in algebra and geometry.

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.

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. Honors level math students without either the 80% level of achievement or their math teacher's recommendation may enter an honors level course in the next school year by signing a contract that states they will engage in regular tutoring after school.

The steps outlined in the previous paragraph also apply to students who want to move from a college prep math course in one year to the honors level in the next, the only difference being that a final course grade needs to be 90% or higher.

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 Pre-Calculus, Honors Pre-Calculus or Algebra I, both of which are foundational courses.

All honors level mathematics courses integrate the use of graphing calculators. Instructions are based on the Ti family of graphing calculators, Ti-Nspire, Ti-84, and Ti-89. Students are responsible for having a working Ti calculator as part of their daily class preparedness. The district has calculators for loan to students with financial need. The principal approves the loans.

Required: Algebra I Geometry or Honors Geometry
Electives: Algebra II or Honors Algebra II & Trigonometry Pre-Calculus Honors Pre-Calculus Introduction to College Math *Math Methods for Business - semester I *Honors Statistics - semester II AP Calculus - both AB and BC versions offered AP Statistics

* **Math Lab (semester I; semester II)
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* indicates a semester course

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

ALGEBRA I - Grade 9 (02052-210)

10 Credits

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

GEOMETRY - Grade 9, 10 (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 both coordinate and Euclidean geometry. Initial units introduce students to the structure of reasoning in geometry, including basic definitions, postulates, and simple theorems, and the use of inductive and deductive reasoning. Students learn to develop and articulate mathematical arguments as they study the building blocks of classical geometry, including properties of parallel lines, triangles, and regular polygons. Students apply these reasoning skills to develop theorems about right triangles (and right triangle trigonometry), circles, solids, and loci.

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

10 Credits

Prerequisite: *Algebra I and Geometry*

Using a consistent reference to the “Rule of 4” (verbal, numerical, graphical, and symbolic representations), this course builds a deeper understanding of linear equations and inequalities and the uses of matrices to solve multivariable systems of equations. Topics include powers, roots, radicals, polynomial functions, and exponential functions and their applications.

HONORS ALGEBRA II & TRIGONOMETRY – 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.*

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

PRE-CALCULUS – Grades 11, 12 (02110-240)**10 Credits****Prerequisites:** *Algebra I and Algebra II*

Suggestion: Students who found Algebra II to be especially challenging may find Pre-Calculus to be an appropriate course to ensure college readiness. This course is a continuation of the Algebra II course, referencing the “Rule of 4.” The course begins with a review of exponential growth and decay, and then proceeds to study logarithmic functions and rational functions, trigonometric functions and properties, patterns with sequences and series, probability and statistics, as well as sequences and series, analytic geometry (including 3D), and an introduction to limits and derivatives.

HONORS PRE-CALCULUS – Grades 10, 11, 12 (02110-240H)**10 Credits****Prerequisite:** *Honors Algebra II/Trigonometry*

Recommended: *Grade of 80% or better in Honors Algebra II/Trigonometry. (Algebra II does not cover all the material required for Honors Pre-Calculus.)*

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

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

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

HONORS STATISTICS – Grades 11, 12 (02201-254H)*5 Credits****Prerequisite:** *Pre-Calculus or Honors Pre-Calculus*

Many college majors require that freshman enroll in statistics. This honors weighted course is designed to give students a solid preparation for these courses at the college level. 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 Honors Statistics coupled with Math Methods for Business can be used towards the Mount Greylock mathematics graduation requirement, typically not until 11th or 12th 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 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 a practical business and/or personal background. Students learn basic principles and procedures used in accounting. One semester of 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.

AP CALCULUS BC - Grades 11, 12 (02125-295)

10 Credits

Prerequisite: *Honors Pre-Calculus*

This course uses the syllabus of the Advanced Placement Calculus BC course. AP Calculus is an in-depth study of limits, derivatives and integration, and the BC version includes a thorough review of series. 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.

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

10 Credits

Prerequisite: *Honors Algebra II*

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 (02994-294A); Sem II (02994-294B) – Grades 9, 10, 11, 12

5 Credits

This course is designed to support students’ work in a credit-bearing math course, particularly Algebra I and Geometry. Teachers and/or counselors consider students’ grades 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, chemistry and biology. Students begin their science studies in the high school by taking physics in the ninth grade and proceed to chemistry in the tenth grade and biology in the eleventh grade. The department combines college preparatory and honors levels in each of these disciplines. Students often revisit key areas of physics, chemistry and biology 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.

Recommended Core Science Sequence:	30 Credits
9 th grade: Physics or Honors Physics	
10 th grade: (L) Chemistry or (L) Honors Chemistry	
11 th grade: (L) Biology or (L) Honors Biology & Elective	
12 th grade: Science Elective(s)	

<p>Electives:</p> <p>(L) Anatomy & Physiology or Honors Anatomy & Physiology</p> <p>*Astronomy or Honors Astronomy (offered in Fall 2017, 2019)</p> <p>*Forensics or Honors Forensics (offered in Spring 2018, 2020)</p> <p>Environmental Science or Honors Environmental Science</p> <p>*Introduction to Engineering (offered in Fall 2018, 2020)</p> <p>*Introduction to Drafting with Auto CAD (offered in Spring 2019, 2021)</p> <p>(L) AP Biology</p> <p>(L) AP Chemistry (offered in 2018, 2020)</p> <p>(L) AP Physics C. E. & M. (offered in 2017, 2019)</p> <p>(L) = Lab course</p>

* indicates a semester course

PHYSICS & HONORS PHYSICS Grade 9 (03151-311/03151-340H) 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 9th 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.

CHEMISTRY & HONORS CHEMISTRY- Grade 10 (03101-330/03101-330H) 10 Credits

Prerequisite: *Physics or Honors Physics, Honors Option: A or better in Physics or B or better in Honors Physics*

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.

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

Prerequisite: *Physics and Chemistry*

This differentiated course presents an ecological approach to biology and stresses major biological concepts through laboratory investigation. Biology is a course requiring some independent laboratory work and research; it is designed to prepare students for the SAT II Biology exam and college-level biology. Students selecting the honors option complete extra reading assignments and quarterly projects. In addition, honors work is graded to a higher standard on exams, quizzes, labs, and homework.

AP BIOLOGY - Grades 11, 12 (03056-390)**10 Credits****Recommended:** *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 2018, 2020, 2022

Recommended: *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 2017, 2019, 2021.

Prerequisite: *Honors Physics and Honors Chemistry with concurrent enrollment in Calculus.*

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. In addition, connections to calculus are frequently noted. The pace is faster, and the problems are significantly harder, than at the Honors Physics level. This course provides a strong foundation for future study in a wide variety of technical disciplines, including physical science, engineering, computers, and medicine. Students are required to take the AP Physics C E&M examination in May.

ANATOMY & PHYSIOLOGY & HONORS ANATOMY & PHYSIOLOGY (03053-360/03053-360H)**Grade 12****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: organizations, 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 (03003-350/03003-350H)

Grades 11, 12

10 Credits

Recommended: Physics, Chemistry and Biology

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

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

***ASTRONOMY (03004-365) & HONORS ASTRONOMY (03004-365H)**

Grades 11, 12

5 Credits

Recommended: Physics and Chemistry

Students learn the basics of observational 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, 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.

***FORENSICS (03009-356) & HONORS FORENSICS (03009-356H)**

Grades 11, 12

5 Credits

Recommended: Physics and Chemistry

Forensic science is the application of various scientific disciplines to the law and legal investigation itself. This course will introduce select methodologies and applications used in the forensic context. Topics discussed include chemical and physics-based analyses of physical evidence, principles of serology and DNA analysis, ballistics, arson, fingerprint analysis, drug analysis, and document examination.

***INTRODUCTION TO ENGINEERING (21004-352)**

Grades 11, 12

5 Credits

Recommended: Physics and Chemistry

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, and technical documentation. Students will create a detailed Energy Model of MGRHS using eQUEST, and calibrate

the model to represent the buildings current energy usage. Students will then create an Energy Model of the proposed MGRHS and compare energy usage to the current building.

***INTRODUCTION TO DRAFTING WITH AUTO CAD (21102-353)**

Grades 11, 12

5 Credits

Recommended: *Physics and Chemistry*

The objective of this course is to introduce the student to the language of graphics used in engineering and technology. The student will acquire an understanding of orthographic projections, sections, conventions, threads and fasteners, pictorial drawings, auxiliaries and revolutions. Mechanical assembly and detail drawings, architectural plans and elevations and elements of electrical/electronic and printed circuit drawings are discussed and illustrated. Other topics covered are lettering, scaling, dimensions, holes, fillets, rounds fasteners, fittings and title block specifications. This course is designed to acquaint students with computer-aided drafting using the AutoCAD software. System interface, creating, modifying/editing and displaying geometry, dimension styles, block insertion, scale drawings, paper space/model space usage, creating templates, and file management will be introduced to students as they create basic mechanical detail drawings and basic architectural drawings. Students will work on design projects of their own choosing as well as creating an architectural set of drawings of MGRHS.

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 10th and 11th grade students, Advanced Placement Modern European History is offered as an elective. 11th and 12th grade students have the option of taking the Advanced Placement United States History 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 both cases (AP US and AP Modern European History), 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
9 TH Grade: America in the World (1865- Present) – meets U.S. history requirement
Electives: 10 th Grade: *Migration and Movement & *Industrialization and Urbanization 11 th Grade: *From Subject to Citizen & *Global Citizenship AP Modern European History AP United States History Honors/AP Psychology

*Practical Civics: Government & the Economy in the 21st Century America
+* America, Vietnam and the 1960s
+*The American Political System (not offered currently)
+*Contemporary Issues (not offered currently)
+*20th Century Genocide Studies (not offered currently)

*Indicates a semester course

+Electives offered in alternating years

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

Students are required to take the AP examination in May.

AP PSYCHOLOGY & HONORS PSYCHOLOGY - Grades 11, 12 (04256-691)/(04254-652H) 10 Credits

Advanced Placement/Honors Psychology is a full year course that provides a rigorous learning experience equivalent to an introduction to psychology class in college. The class 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 we 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. Students may enroll in either level in this single course. Although Honors students are not required to take the Advanced Placement examination in May, some students may choose to take the exam and shift their enrollment in December. The requirements of Honors students will be fewer and assessments will be scaled differently.

***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.

+*20th 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.

+*THE AMERICAN POLITICAL SYSTEM - Grades 11, 12 (04153-669)

5 Credits

This course will study the genesis of the American political system as well as its operation. Attention will be focused on local, state, and national government policy, the enacting of laws, as well as the

role of and potential impact on the citizen. This course will draw upon historical examples as well as incorporate the discussion of current events as they relate to the study of American government.

TECHNOLOGY & BUSINESS ADMINISTRATION DEPARTMENT

Business Administration and Technology courses include the electives below that relate to careers in business, computer science, digital photography and video production. 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 enrolling in select visual arts courses and developing a solid background in mathematics, reading, writing and oral presentation. Some courses require a lab fee.

ELECTIVES:

Exploring Computer Science
*Digital Photography
*Advanced Digital Photography
*High Dynamic Range & Black and White Photography
*Portfolio Photography
*Video Editing
*Advanced Video Editing
*HTML Web Design
*Personal Finance
*Introduction to Business
*Marketing

*Indicates a semester course

EXPLORING COMPUTER SCIENCE - Grades 9, 10, 11, 12 (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.

***DIGITAL PHOTOGRAPHY - Grades 9, 10, 11, 12 (11054-533)**

5 Credits

This introductory course focuses on digital photography, electronic image manipulation, scanning, 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, 11, 12 (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 10, 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 10, 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 Mt. 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 \$45 per student is required. Fee waivers are available to those with demonstrated need.

***VIDEO EDITING - Grades 9, 10, 11, 12 (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, 11, 12 (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.

***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. Students are encouraged to study one language for as many years as possible in preparation for a language requirement (usually two – four years of the same language) for college. When possible, students may opt to study more than one language. Mount Greylock’s language programs create natural links to all other disciplines by integrating the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science.

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 required to advance to levels Honors IV, V and Advanced Placement Spanish.

The Latin program progresses slightly differently from Spanish. After successfully completing Latin I, II and III, students, after consultation with their teacher and school counselor, can consider enrolling in one of three options: Honors Latin Poetry/Prose (as determined by the year) or Honors Latin V focusing on Advanced Readings in Latin Literature, a dual-enrollment course offered in collaboration with UMass Boston.

Spanish Electives:	Latin Electives:
Spanish I	Latin II
Spanish II	Latin III
Spanish III	Honors Latin Poetry
Honors Spanish IV	Honors Latin Prose (not offered 2017-2018)
Honors Spanish V	Honors Latin V - Dual Enrollment at UMass - Boston
AP Spanish Language and Culture	

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

10 Credits

This course focuses on the four basic skills of listening, speaking, reading, and writing and introduces basic grammar concepts. The curriculum has fully integrated program with videos, interactive CD-ROM programs, and an abundance of activities. 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.

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

10 Credits

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 - Grade 10, 11, 12 (06103 –433)

10 Credits

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. The students will learn to express themselves in conversational Spanish. They will increase their reading skills by reading selections from various Hispanic authors. The students will also strengthen their writing and speaking skills by incorporating more advanced tenses and new vocabulary. Cultural aspects of the language and speaking will play an important role in the class. Class will be conducted as much as possible in Spanish.

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

10 Credits

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 grammar skills while gaining a greater proficiency in all four areas of communication in 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. Instruction increasingly takes place in Spanish to encourage listening and speaking skills.

A grade of B or above is required to enroll to ensure a successful year.

HONORS SPANISH V - Grades 11, 12 (06105 –435H)

10 Credits

This course continues to refine written and spoken language skills. Students gain proficiency in all four areas of communication; interpersonal speaking, presentational speaking, interpersonal writing and presentational writing. An Advanced Placement component enables students to elect taking the AP exam, for which they can often receive college credit. As reinforcement for grammatical structures, literature from Spain, Mexico, and Central and South America will be studied.

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

10 Credits

Prerequisite: Successful completion of the summer assignment and a B or above in Spanish IV

This course is the equivalent of a third-year college course and is offered to highly motivated students. Using Una Vez Más and Triángulo, as well as various supplementary materials, students will develop skill in listening comprehension, increase reading competency, improve writing ability, and attain a speaking proficiency using the four modes of communication; interpersonal speaking, presentational speaking, Interpersonal writing and presentational writing.

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

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

10 Credits

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

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

10 Credits

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

HONORS LATIN PROSE – Grades 11, 12 (06305 –418H)
(not offered 2017-2018)

10 Credits

In this course, students continue their study of authentic Latin literature--Prose. Prose writers include Naevius, Ennius, Caesar, Cicero, Livy, Pliny, Tacitus, and Suetonius, as well as inscriptional evidence from monuments and tombstones. Students study the impact these authors and their works had on their own society as well as on today's social, literary, and political traditions. Students read, translate, and analyze the prose of the pre-classical, classical, post-classical, and medieval periods of the ancient Roman culture. Curriculum alternates every other year. Students may take this course after the successful completion of Latin III.

HONORS LATIN POETRY - Grades 11, 12 (06304-417H)

10 Credits

In this course, students continue their study of authentic Latin literature--Poetry. Poets include Phaedrus, Catullus, Ovid, Horace, Propertius, Tibullus, and Vergil. Students study the impact these authors and their works had on their own society as well as on today's social, literary, and political traditions. Students read, translate and analyze the poetry of the pre-classical, classical, post-classical, and medieval periods of the ancient Roman culture. Curriculum alternates every other year. Students may take this course after the successful completion of Latin III.

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

10 Credits

Advanced Readings in Latin Literature--Dual-Enrollment at UMass Boston

Prerequisite: Students taking this course should have attained a B+ or better in H. Latin Prose/Poetry

Students who take the Advanced Readings in Latin Literature course can opt to earn three college credits from UMass Boston (with payment). Students will demonstrate proficiency in reading, translating, and comprehending select passages from the works of major Latin authors, including Caesar, Vergil, Ovid, Cicero, Pliny, medieval authors, and more. Students will read a variety of genres, including poetry, war commentaries, historical accounts, speeches, and letters, and will understand how genre, audience, and time period influence an author's writing style. Students who take this course should be self-motivated and willing and able to produce college-level work.

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). All students are required to take one semester of Health during the 10th or 11th grade year. In order to pursue a more extensive academic program in either the senior year, students may appeal to the Principal for special consideration in meeting the requirement of one semester of Wellness senior year.

Credits required for graduation:

Classes of 2018 ~ 15 (3 credits must be in Health)

Class of 2019 and beyond ~ 18 (3 credits must be in Health)

Required:

Wellness – Grade 9 (full-year course)

<p>*Wellness – Grades 10, 11,12 (one semester required each year)</p> <p>*Health – Grades 10 or 11 (one semester required in 10th or 11th grade)</p> <p>Adaptive Physical Education – Grades 9, 10, 11, 12 (arranged though the Special Education Department)</p>
<p>Electives:</p> <p>Peer Team – Grades 11, 12</p> <p>*Sport and Society – Grades 11, 12</p> <p>*Wellness – Grades 10, 11, 12 (as enrollments allow)</p>

*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 9th grade only activities. Local trips, in-school activities, guest speakers and a 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.

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

3 Credits

Wellness classes are physical education electives for high school students in grades 10-12. Students select six different three-week elective activities (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, and adventure activities. In addition to the elective activities, fitness classes 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 or 11 (08051-921)**

3 Credits

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

This course 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 10th or 11th grade, 3 credits in Health are required for graduation.

***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), sports medicine (simple recognition, evaluation, and treatment of sport related health issues), sporting culture, 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.

VISUAL AND PERFORMING ARTS

The Visual 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 Mt. 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
- *3-D Design
- *Painting
- *Printmaking (offered in 2018-2019)
- * Ceramics
- Advanced Studio Art
- College Portfolio Development
- *Stained Glass
- *Advanced Stained Glass

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

5 Credits

Prerequisite: *Studio Art*

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

***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)**

5Credits

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.

PERFORMING ARTS

Performing Arts at Mount Greylock consist of yearlong courses in Concert Band, Chorus and Orchestra. Students who play multiple instruments may participate in Concert Band and Orchestra with the approval of their teachers.

Beginning with their fifth semester of high school participation, performing arts students can be recommended by the department for enrollment at the honors level in the various ensembles. These recommendations are based on individual students demonstrating their proficiencies in musical literacy, and peer and performance leadership on all graded assignments in addition to the standard department criteria.

Performing arts students are expected to demonstrate their proficiencies through participation in the fall, winter, and spring concerts. An excused absence from a performance requires an additional make-up assignment. Students also have the opportunity to showcase talents during the in-school concerts series, GreylockPlays, and by joining the pit orchestra or cast of the annual musical theater production. Various regional festivals conduct auditions to allow students to participate and expand their musical experiences.

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 10, 11, 12 (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 — Grades 9, 10, 11, 12 (05110-803A)**

5 Credits

This course is an option for music study independent of or in conjunction with the performance ensembles already offered by the MG music department. The music lab may be used to further develop skill on a musical instrument, or to explore another realm of music study such as music theory or music history. A member of the Performing Arts faculty supervises this course. Students work toward weekly and monthly goals that the teacher and student decide on together. Each student keeps a daily practice log. The teacher makes assessments based on participation (including attention paid to regularly scheduling and attending meetings, setting and working toward benchmarks, organization and presentation of paperwork), and improvement throughout the semester. Students are encouraged to take Music Lab I, Music Lab II, or both Music Lab I and II.

***MUSIC LAB II — Grades 9, 10, 11, 12 (05110-803B)**

5 Credits

This course is an option for music study independent of or in conjunction with the performance ensembles already offered by the MG music department. The music lab may be used to further develop skill on a musical instrument, or to explore another realm of music study such as music theory or music history. A member of the Performing Arts faculty supervises this course. Students work toward weekly and monthly goals that the teacher and student decide on together. Each student keeps a daily practice log. The teacher makes assessments based on participation (including attention paid to regularly scheduling and attending meetings, setting and working toward benchmarks, organization and presentation of paperwork), and improvement throughout the semester. Students are encouraged to take Music Lab I, Music Lab II, or both Music Lab I and II.

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 Restricted 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 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, inter-personal 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. Student work is showcased for the school community to enjoy. Students have the authentic opportunity to engage with the works of professional artists as well those of fellow students; from here they develop critical statements and learn from the techniques applied. Students enrolled in this class have the opportunity to work on a one-on-one basis with a non-disabled peer as they collaboratively create artwork and express themselves with visual media.

ADDITIONAL ELECTIVES

***FILM STUDIES - Grades 10, 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."

***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.

***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 on-going 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 on-going 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 11th and 12th 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:

Independent & Experiential Learning	Type of Grade Earned	Elective Credits per Semester	Included in GPA	Included on Transcript
IEL : Teacher Assistant	Pass/Fail	5	No	Yes
IEL : Independent Study	Pass/Fail or Letter Grade	5	No	Yes
IEL : VHS On-Line Course	Letter Grade	5	Yes	Yes
IEL : College Course at BCC, MCLA, & 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
IEL: Alternative Senior Year (formerly Senior Year Waiver)	Letter Grade	Academic Credit	Yes	Yes

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 may be pass/fail; however work completed in more academically rigorous Independent Study programs may be best represented by a letter grade. Clarification regarding grading practice should be made during the application process with a request to the principal for a letter grade.

***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 is 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 work place. 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.

The Seventh Grade at Mount Greylock 2017-2018

The Core Philosophy

The 7th grade core curriculum at Mount Greylock addresses the academic and social skills necessary for adolescents transitioning into the 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. 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 7 (51035 – 170)

7th 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 attempt to answer the essential questions "Who am I?" and "Who are we?" 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. Established traditions in 7th grade English include Monday morning quote of the week, monthly "platinum" word contests, student book talks, an "MCAS Madness" competition to help students prepare for state testing in the spring, and Friday raffles. In addition, a primary goal of 7th grade English is to hear *every voice, every day*. To this end, our "ticket for talking" reward system keeps track of who has participated each day and helps meet this important goal.

Math 7 (52037 – 270)

In 7th 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 7th grade classes are offered. Regular 7, which completes only the 7th grade curriculum in 7th grade and prepares students for advancement to 8th grade mathematics, and Accelerated 7, which completes both the 7th and 8th grade curriculum in the 7th grade and prepares students for advancement to Algebra I. The Massachusetts Common Core State Standards for Mathematics are addressed comprehensively.

Science 7 (53237 – 370)

The 7th grade science program provides a general introduction into the life sciences. Investigation through experimentation and research are emphasized throughout the year, and students learn the inquiry model through the investigation of Kinetic and Potential energy. As part of the 7th grade core curriculum, students investigate two guiding questions: "Who Am I" and "How do we know what we

know.” To investigate these questions in Science 7, students will study the evidence that is used to support our understanding of Evolution and how organisms are related. They investigate cellular structure and processes. They also learn about the role genetics plays in the relationships among all living organisms. Students are introduced to how organisms are classified based on DNA relationships and shared characteristics. 7th graders learn to use a compound microscope and view cells, tissues, organs, and microscopic organisms. Students can also expect to complete projects in which they investigate the evolution of an organism, create a model of a cell, and research a genetic disease.

Social Studies 7 (54437 – 670)

The 7th grade social studies curriculum introduces students to citizenship and begins by exploring student roles as digital citizens. The program is designed to introduce students to the roots of western civilization. Their journey begins with the study of the rise of human civilization from Mesopotamia through Medieval times. Students will learn to research, write summaries, work in teams, and deliver formal presentations.

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 9th 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, CDs, 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 enable 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 2017-2018

The Core Philosophy

The 8th grade core curriculum at Mount 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 such as *Johnny Tremain*, *The Red Badge of Courage*, as well as *The Pearl*. 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 8th grade mathematics prepares students for advancement to Algebra 1. The Massachusetts Common Core State Standards for Mathematics are addressed comprehensively.

Science 8 (53238 – 380)

The 8th 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. 8th 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 beginning with a review of the roots of Anglo-American culture and western democracy. Detailed units include explorations of the American Revolution, the Constitution, politics from Washington to Jackson, the early Industrial Revolution, American slavery, early westward expansion, and an in-depth, summative unit on the American Civil War. Attention is paid to key political, social and economic themes, and when possible current events are referenced to extend student understanding. Basic citizenship and historical literacy skills 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 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 9th 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 enable 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 Power School 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 core teachers.

**MOUNT GREYLOCK REGIONAL SCHOOL
ADMINISTRATION and GUIDANCE DEPARTMENTS**

(413) 458-9582

www.mgrhs.org

@MGMounties

District Administration:

Kimberley Grady, Interim Superintendent, ext. 164

Suzan Gigliotti, ext. 164

Building Administration:

Mary MacDonald, Principal, ext. 104

Jacob Schutz, Assistant Principal, ext. 105

Eileen Belastock, Director of Academic Technology, ext. 123

Lindsey von Holtz, Director of Athletics and Co-Curricular Activities, ext. 103

Rob Wnuk, Audio Visual & Technology Director, ext. 112

Nancy McMullen, Office of the Principal Secretary, ext. 102

Guidance Team:

Jessica Casalinova, High School Counselor, ext. 157

Beverly Maselli, High School Counselor, ext. 158

P.J. Pannesco, Middle School Counselor, ext. 163

Sarah Tierney, Guidance Secretary, ext. 162

Revised on March 24, 2017

APPENDIX A
Mt. 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 Mt. 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*

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