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Introduction

South Hadley High School is a comprehensive public high school that strives to provide a comprehensive education for all of its students. The foundation of this institution rests on a belief in the dignity and worth of every individual, equality of opportunity, mutual and unequivocal respect, and the values of effort and cooperation.

This booklet has been developed to assist students and parents with the selection of courses and programs at South Hadley High School. We continue to revise our curriculum offerings based on a number of factors including student interest, faculty interest, and the ever-emerging needs of the colleges and career workforce. The first section of this Course of Studies book provides important information concerning academic requirements, post-secondary planning, grading, and levels of study. We hope that this information will assist you in making wise choices.

The second section describes courses offered in each department. Please take note of the level, credits, and prerequisites. Our course selection process includes class meetings, an evening program for parents and individual student conferences with counselors. The ultimate goal for each student will be to build upon strengths, develop interests, and couple each in making sound decisions concerning future plans. Given that we now have expanded learning opportunities within our Course of Studies, we strongly encourage students and their parents to develop a four-year learning plan, making revisions to the plan each year. Courses should be selected with serious thought and alignment to the four-year plan. We will create a master schedule on the basis of over 5,000 course requests. This determines teacher assignments, new personnel, and the purchase of texts. Changes in schedules after September are very difficult and cause imbalance to the entire program.

We view every student of this school community as a capable learner who can develop a strong sense of responsibility, meet intellectual challenges, and achieve a high degree of excellence. With strong investment in each learner, we seek to commit minds to inquiry, hearts to compassion, and lives to meaningful work and service to others.

Dan Smith
Principal

Bill Evans
Assistant Principal

Michael Roy
Assistant Principal

EQUAL EDUCATIONAL OPPORTUNITY STATEMENT

All courses, extra-curricular activities, and services offered by South Hadley High School are available without regard to race, color, sex, religion, national origin, or physically handicapping condition. This policy is in conformity with Federal Title IX of the Educational Amendments of 1972, Section 504 of the federal laws and Chapter 622 of the laws of the Commonwealth of Massachusetts.

SCHEDULING-RELATED CONTACT INFORMATION

<i>Principal</i>	Mr. Daniel Smith, Ext. 1104
<i>Assistant Principals</i>	Mr. Michael Roy, Ext. 1119 Mr. Bill Evans, Ext. 1106
<i>Guidance Department</i>	Ms. Jane Rathbun, Director Ext. 1103 Ms. Deborah Pronovost, Ext.1110 Ms. Eileen Kakley, Ext. 1108 Ms. Penny Beebe, Ext. 1107
<i>English Department</i>	Mr. David Pelczarski, Chair, Ext. 4523
<i>Fine/Applied Arts</i>	Ms. Maureen McNally, Chair, Ext. 4051
<i>Foreign Language Department</i>	Ms. Tiesa Graf, Chair, Ext. 4403
<i>Mathematics Department</i>	Ms. Kathleen Dion, Chair, Ext. 4605
<i>Physical Education Department</i>	Mr. Tad Desautels, Chair Ext. 1116
<i>Science Department</i>	Mr. Mitchell Koziol, Chair, Ext. 4503
<i>Social Studies Department</i>	Mr. Jon Kelly, Chair, Ext. 4202
<i>Special Education Department</i>	Mr. Ted McCarthy, Chair, Ext. 4318

SHHS MISSION STATEMENT

We pledge to create a challenging and supportive academic community in which each member strives to develop to his/her potential, to become a lifelong learner, and to act as a responsible citizen in a diverse and global society.

LEARNING EXPECTATIONS

E1. Read, write and communicate effectively.

Reading

1. The student demonstrates an accurate understanding of important information gained from reading.
2. The student uses information gained from reading to interpret significant concepts or make connections to other situations.
3. The student understands literary devices, subtleties, ironies, or ambiguities in the reading.
4. The student can retell or paraphrase text to illustrate a central idea.

Writing

1. The student uses Standard English conventions in writing, including sentence structure, parts of speech, agreement, capitalization, punctuation, and spelling.
2. The student demonstrates effective topic development in writing, including organization, details, and extensive use of language.

Communication

1. The student effectively conveys written or oral ideas with appropriate content, detail, comprehensibility, length, fluency, and vocabulary.
2. The student demonstrates effective listening skills.

E2. Define, analyze, and solve complex problems and communicate results.

Define

1. The student re-states/paraphrases the problem in his/her own language.

Analyze

1. The student asks questions that clarify his/her understanding.
2. The student models the problem.
3. The student outlines the tasks.
4. The student selects the necessary process, tools, and materials.

Solve

1. The student obtains a result.
2. The student verifies the result.
3. The student makes the necessary adjustments.
4. The student communicates a solution.
5. The student supports the solution.

E3. Study and work productively both independently and in groups.

Independently

1. The student independently completes all tasks assigned within given time limits.
2. The student independently requests make-up work after an absence.
3. The student independently recognizes the need for extra help and assistance.

Groups

1. The student regularly attends and participates in group activities.
2. The student comes prepared with whatever materials or equipment is necessary for the course session.
3. The student gathers his/her share of the information/research necessary for effective participation in group projects.
4. The student works together with other group members to fit all individual pieces of the project together to form a final group project.
5. The student participates fully in a task or project from start to finish using appropriate time management skills.

- E4. Demonstrate personal, social and civic responsibility.**
1. The student demonstrates appropriate behavior within the classroom, within the school, and at school activities.
 2. The student demonstrates self-discipline and self-control.
 3. The student demonstrates respect for self and others.
 4. The student demonstrates a willingness to work with others.
 5. The student demonstrates appropriate attire, attendance, punctuality, and flexibility.
- E5. Acquire, apply, integrate, analyze, and synthesize knowledge.**
1. The student demonstrates recall/comprehension of knowledge.
 2. The student applies and integrates learned knowledge in a variety of situations.
 3. The student uses his knowledge to analyze situations.
 4. The student processes knowledge and develops novel outcomes.
- E6. Understand, create, appreciate, and critique artistic and literary expression.**
- 1, The student demonstrates an understanding of the historical context, technical skills, and aesthetic appreciation needed to create an original work.
 2. The student demonstrates an understanding of the historical context, technical skills, and aesthetic appreciation needed to critique one's own work and the work of others.
- E7. Understand the principles of health and wellness.**
1. The student displays respect for others with regard to race, ethnicity, sexuality, sexual orientation, class, intellectual and physical ability, religion, and sex/gender.
 2. The student demonstrates knowledge of issues of tolerance and applies them in resolving conflicts in a constructive manner.
 3. The student demonstrates an understanding of the principles of proper nutrition and the variety of methods associated with proper nutrition.
 4. The student demonstrates an understanding of the relationship between physical and emotional health with relation to lifestyle, family, and society.
 5. The student demonstrates an understanding of issues related to personal hygiene and disease.
 6. The student demonstrates an understanding of how proper health standards relate to society at the local, national, and international levels.
 7. The student demonstrates an understanding of the effects of drug and alcohol use on him or herself, friends, family and society.
- E8. Identify and apply appropriate technologies.**
1. The student demonstrates a sound understanding of the nature, operation, and use of technology.
 2. The student practices responsible use of technology systems, information, and software.
 3. The student uses technology tools to enhance learning, increase productivity, and promote creativity.
 4. The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.
 5. The student uses technology to locate, process, evaluate, and collect information from a variety of resources.
 6. The student uses technology resources to solve problems and make informed decisions.
- E9. Take responsibility for career and life choices**
1. The student balances the demands of work, school, and personal life.
 2. The student takes responsibility for developing his or her own personal growth.

COURSE OFFERINGS

Students should select courses with the expectation that they can be scheduled. However, access to courses may be restricted by teacher availability, the number of students electing individual courses, budget constraints or scheduling conflicts. In such cases we make every effort to honor alternative choices.

ACCREDITATION STATEMENT

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

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

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

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or to the Association itself.

AUDIT REQUIREMENTS

While students generally elect a course for academic credit, there are circumstances which warrant a student to audit a course. Auditing a course means that you will be enrolled in the course and expected to complete all the assignments, but you will not receive a course grade or credit. Any student who would like to audit a course should conference with a counselor and then seek approval of the department chair and principal.

SUMMER SCHOOL

Students electing to take summer courses at other schools for remediation, to earn credit, or to qualify in sequential subjects, must select summer courses with the same title and course content as the course offered at South Hadley High. Exceptions must receive approval of the principal. We reserve the right to test students upon completion of summer school.

COURSE GROUPING AND LEVELING

Our courses provide four weighted levels of study in most academic areas. These levels include: Advanced Placement, Accelerated, College Prep and Core. Our existing levels of study are defined by student development, interest, and motivation.

Our goal is to raise expectations for all students and foster a strong conviction that the key to academic success is effort, which results from confidence instilled by skillful parents and teachers. We must do everything possible to overcome the false and destructive assumption that academic excellence is something reserved for a small group of people. We believe that given enough time and support, all of our students are capable of achieving success with rigorous academic standards.

Advanced Placement

The Advanced Placement Program is a program of the College Entrance Examination Board. This program provides advanced study at a level comparable to a first-year college course, to very able and highly motivated secondary school students throughout the United States. Most colleges and universities award credits or exempt students from required courses on the basis of scores earned on Advanced Placement examinations offered at the end of each school year. These courses are for students who have a record of outstanding achievement at the Accelerated level. To be eligible, the student must meet the prerequisites set forth in each AP course description. Final authority rests with the principal. **All students expecting to receive Advanced Placement credit for an Advanced Placement course must take the Advanced Placement test. If a student chooses not to take the Advanced Placement test, the course is weighted at the Accelerated level.**

Accelerated

Courses at the Accelerated level of study involve work that not only addresses the content from the Massachusetts Department of Education's Curriculum Frameworks and local curriculum documents, but expands the depth and range of topics addressed. Students choosing courses at this level of study can expect significant homework/class work assignments that deepen their knowledge of the subject to be learned.

College Prep

Courses at the College Prep level of study involve work that extensively addresses the content from the Massachusetts Department of Education's Curriculum Frameworks and local curriculum documents. Successful participation in courses at this level of study will provide students with a solid preparation for a four-year college program.

Core

Courses at the Core level of study involve work that not only addresses the content from the Massachusetts Department of Education's Curriculum Frameworks and local curriculum documents, but also addresses the remedial needs of the students enrolled. Successful participation in courses at this level of study will provide students with a solid preparation for entering the world of work or a two-year college program.

HOMEWORK

In selecting courses students should be aware of expectations regarding daily work outside of class. Most subjects will require 30 to 40 minutes of homework each day, with greater demands in Accelerated and Advanced Placement courses.

WITHDRAWAL POLICY

Students are strongly discouraged from withdrawing from courses after the school year begins. Students will have five days at the beginning of their courses to make a change. Requests after the designated five day add/drop period must be evaluated by the administration. Any student needing to withdraw from a course after the five day add/drop period must complete the following procedure:

- Confer with a guidance counselor to request a course change form.
- Meet with the teacher of the course and obtain their written opinion, current grade and signature.
- Meet with the appropriate department chair to obtain his/her written opinion on course change.
- Take completed course change form home for written parent opinion and signature.
- Submit to the guidance director/administration for final determination.
- Return the signed course change form to your guidance counselor.

Students should be aware that they must attend ALL scheduled classes until a course change has been finalized. A student who withdraws from a course after the 5-day add/drop period will receive a "W" with the grade at the time of withdrawal.

COLLEGE OPTIONS FOR CREDIT

With so many fine area colleges, our students may, with approval of the principal, enroll in college courses and apply these credits toward high school graduation. However, students are limited to taking at most, two courses per semester for credit applied to their high school transcript. Students cannot take courses that are offered at South Hadley High School unless there is an irresolvable conflict in their schedule. Students must be willing to pay for materials, books and tuition if required by the college. Interested students should consult with a counselor and submit a written request to the principal.

College courses may also be taken in order to make up credit for a failed high school course or for a course where the student did not earn a grade sufficient for a prerequisite. However, students are limited to taking at most, two courses per semester for credit applied to their high school transcript.

PLEASE NOTE: Beginning with the class of 2013, the GPA will reflect performance at South Hadley High School. All courses taken off campus will be reflected on the transcript but will not be included in the student's GPA calculation.

PREPARING FOR POST SECONDARY EDUCATION

Recommended Academic Plan for Meeting Standards of Admission and Success with Four-Year Colleges and Universities

- 4 years of English - college prep, accelerated, or Advanced Placement
- 4 years of Math - through Algebra II and Algebra Statistics and Trigonometry, Pre-Calculus, AP Calculus
- 4 years of Science - college prep, accelerated, or Advanced Placement*
- 4 years of French, Spanish, or Latin
- 3 to 4 years of Social Studies

Electives and co-curricular activities related to interests and demonstrating a strong measure of commitment to scholarship, leadership, service, and character.

* Science requirements demand three years or more of laboratory courses. Students considering majors in any area of science or engineering must take chemistry and physics. We also strongly recommend students take Pre-Calculus.

Recommended Academic Plan for Meeting Standards of Admission and Success with Two-Year College Programs and Many State Colleges

- 4 years of English – core, college prep, accelerated, or Advanced Placement
- 3 years of science - two or more lab sciences*
- 2 years of Foreign Language**
- 4 years of math - through Algebra II ***
- 3 years of social studies

* Science requirements demand three years or more of laboratory courses. Students considering majors in any area of science or engineering must take chemistry and physics. We also strongly recommend students take Pre-Calculus.

** Recommended by Foreign Language Teachers Across the World

*** Recommended by the National Council of Teachers of Mathematics

MASSACHUSETTS STATE COLLEGES AND UMASS MINIMUM ADMISSIONS REQUIREMENTS

Academic Course Requirements

- English 4 courses
- Mathematics 3 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework)
- Sciences 3 courses (including 2 courses with laboratory work)
- Social Sciences 2 courses (including 1 course in U. S. History)
- Foreign Languages 2 courses (in a single language)
- Electives 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Minimum Required Grade Point Average (GPA)

The GPA must be achieved based on **all college preparatory courses completed** at the time of application and should be weighted for accelerated (Honors or Advanced Placement) courses. The required minimum weighted high school GPA is 3.0 for the four-year public campuses.

Massachusetts State Universities and Massachusetts State Colleges GPA 3.00

SAT Scores

Applicants who meet the GPA requirement do not have to use the sliding scale for admission, but still must submit SAT or ACT test scores for consideration if they are applying to a state college or UMass within three years of high school graduation.

Sliding Scale (used when GPA is lower than the minimum required GPA)

If an applicant's GPA falls below the required minimum, a sliding scale will apply. *This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state colleges or UMass.*

Scores on the new writing section of the SAT will not affect the sliding scale for freshman applicants to the Massachusetts state colleges and to the University of Massachusetts at this time. The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will continue to be based upon the combined critical reading (verbal) and math sections of the SAT.

Sliding Scale for Freshman Applicants to UMass

Sliding Scale for Freshman Applicants to a Mass. State College

Weighted High School GPA	Combined SAT-1 V&M Must Equal or Exceed <i>(ACT Equivalent in Italics)</i>	Weighted High School GPA	Combined SAT -1 V&M Must Equal or Exceed <i>(ACT Equivalent in Italics)</i>
2.51 – 2.99	950 (20)	2.51 – 2.99	920 (19)
2.41 – 2.50	990 (21)	2.41 – 2.50	960 (20)
2.31 – 2.40	1030 (22)	2.31 – 2.40	1000 (21)
2.21 – 2.30	1070 (23)	2.21 – 2.30	1040 (22)
2.11 – 2.20	1110 (24)	2.11 – 2.20	1080 (23)
2.00 – 2.10	1150 (25)	2.00 – 2.10	1120 (24)

NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.00
MAY BE ADMITTED TO A STATE COLLEGE OR UNIVERSITY CAMPUS.

GRADUATION REQUIREMENTS/CREDITS FOR PROMOTION

The requirements for graduation from the South Hadley Public Schools express our commitment to ensure that students are well prepared to succeed in their pursuit of post-secondary education, career, and life-long learning. We believe that today's well-educated learner will demonstrate proficiency in the elements of the Massachusetts Common Core of Learning through the Curriculum Frameworks and an in-depth foundation of skills in all of the traditional academic subject areas.

Credits needed for graduation	Credits needed for promotion to 12 th grade	Credits needed for promotion to 11 th grade	Credits needed for promotion to 10 th grade
152	110	68	26

Graduation requirements will include the attainment of passing grades in the following disciplines:

- Four years of English/Language Arts
- Three years of Social Studies, including U.S. History
- Three years of Mathematics
- Three years of Science
- Four years of physical education (unless medically excused each semester)
- One mandatory health course for freshmen

A course will carry credit in direct proportion to the number of periods per week that it meets for a full year. Proportional credit for less than a full year's course will be awarded.

The above requirements are intended as general policy for academic standards, founded on the belief that all students are capable of mastering a demanding academic program. Of necessity, in order to comply with our philosophy and objectives for personalizing education for students, it is understood that in a few individual cases, a requirement may be waived or modified by the high school principal if there is a conflict between the requirement and a student's planned vocational or special education program. Such waivers or modifications will be granted only to the extent necessary to meet an individual student's needs after consultation with the student, parent, and guidance counselor and may be designed to allow a student to meet standard requirements through approved alternative educational experiences.

X = Mandatory course in suggested year					
Subject	Years Required *	Gr. 9	Gr. 10	Gr. 11	Gr 12
English	4	X	X	X	X
Math	3	X	X	X	Optional
Science	3	X Biology	X	X	Optional
Social Studies	3	X	X US History	X	Optional
Phys. Ed.	4	X	X	X	X
Health	1	X			Optional
Foreign Language	0	Optional	Optional	Optional	Optional
Electives	0	Optional	Optional	Optional	Optional
* Required for graduation (More may be required for post-secondary education.)					

While we will make every effort to assist and monitor students, the primary responsibility for meeting course and credit requirements rests with each student.

COLLEGE ADMISSION TESTING INFORMATION

SAT Exam

The SAT is the most common entrance exam required by four year colleges and universities. This exam measures verbal and mathematical reasoning abilities. Some very competitive colleges may also require SAT Subject Tests, which measure one's level of learning in particular subject areas. The SAT is administered several times per year. Testing dates and deadlines are available in our guidance office or online at www.collegeboard.com.

Specifics of SAT Testing

Typically, juniors take the SAT Reasoning Test at one of the test sessions in the spring (May or June). Students who wish to take the SAT Subject Tests in the spring usually take the SAT Reasoning Test in May and the SAT Subject Test in June. (It is not possible to take both the SAT Reasoning Test and SAT Subject Tests on the same day.) However, it is possible to take one, two, or three SAT Subject tests on one day. Some students prefer to spread the testing over two different test sessions. Information on registering for the SAT and registration forms are contained in a booklet published by the Educational Testing Service titled, "Registration Bulletin: SAT Program." These bulletins are available in the South Hadley High School Guidance office throughout the academic year.

For the schools that require SAT Subject tests it is wise to check the requirements of schools in the junior year to ensure that the correct tests are taken. Students who are considering a major in engineering should consider taking an SAT Subject Test in chemistry or physics in June of their junior year, as a physical science SAT is required by a few highly selective colleges.

In the fall, there will be SAT test administrations in October, November and December (December is the only administration held at South Hadley High School). Many seniors retake the SAT Reasoning test in the fall. SAT Subject tests are rarely repeated.

Once you have taken the SAT Reasoning Test or SAT Subject tests a cumulative record is started for you at ETS in Princeton. From then on, all scores are reported to colleges. If you are sure that you plan to apply to a certain school, do not hesitate to list it on your SAT registration form. (Later, you have to pay a fee for each report that is sent.)

PSAT

The Preliminary SAT (PSAT) is given once a year (October) as a practice test for the SAT. Sophomores and juniors are strongly encouraged to take the PSAT to gain standardized testing experience and to receive feedback on their critical reading, math reasoning, and writing skills. The PSAT is also used as a qualifying exam for juniors entering the National Merit Scholarship Competition. Students register for the PSAT in the Guidance Office.

SAT Preparation

Study, practice, coaching and strategy work may or may not improve SAT scores. Courses, books and software are available for this purpose. Given some self-discipline, such "work" does not have to be expensive. ETS publishes a free book of practice tests, which is available in the Guidance Office.

South Hadley High School's College Board number is 222-005.

GRADING SYSTEM

Students are graded with a report card four times during the year. Progress reports are issued mid-quarter to all students in all subjects. A progress report may also be mailed when a teacher, at anytime, feels that a student is not working at a level consistent with proper standards.

G.P.A.

South Hadley High School uses a weighted 4.0 scale to determine G.P.A. See chart below.

Letter Grade	Numerical Grade	AP	Accelerated	College Prep	Core
A	93-100	5.0	4.5	4.0	3.75
A-	90-92	4.7	4.2	3.7	3.45
B+	87-89	4.3	3.8	3.3	3.05
B	83-86	4.0	3.5	3.0	2.75
B-	80-82	3.7	3.2	2.7	2.45
C+	77-79	3.3	2.8	2.3	2.05
C	73-76	3.0	2.5	2.0	1.75
C-	70-72	2.7	2.2	1.7	1.45
D+	67-69	2.3	1.8	1.3	1.05
D	63-66	2.0	1.5	1.0	.75
D-	60-62	1.7	1.2	.7	.45
F	0-59	0	0	0	0

PLEASE NOTE: Beginning with the class of 2013, the GPA will reflect performance at South Hadley High School. All courses taken off campus will be reflected on the transcript but will not be included in the student's GPA calculation.

FINAL EXAMINATIONS / INCOMPLETE GRADES

All students are required to take final examinations or complete a final course project. Underclassmen will take examinations during the testing period at the end of the school year or at the conclusion of a half year course. Seniors will take final examinations during the examination period prior to graduation.

If students fail to complete the obligations of a course (term papers, final exams, final projects, etc.) by the end of the course, they may be given an incomplete grade. The incomplete grade will automatically become an "F" two weeks after report cards are distributed if the students do not provide sufficient explanation to the principal as to why they were unable to meet their obligation. If approved by the principal, students will have ten days after the mailing of the report card to meet their obligations. In extenuating circumstances, students may request an extension beyond ten days from the principal.

If a student cannot, because of extenuating circumstances, take a final exam at its regularly scheduled time, he/she must request a waiver from the principal.

STUDENT RECORD REGULATIONS

The Commonwealth of Massachusetts requires that students and parents be informed of the pertinent laws regarding student records. Chapter 785 and Chapter 7134E are given to students so that parents and students will be apprised of the state laws and regulations. Student folders are retained up to seven years and permanent records are microfilmed and stored for 60 years. Student health records are retained for five years after the individual has graduated from South Hadley High School.

From time to time student records are adjusted as to residence, phone numbers, etc. In addition, records are reviewed periodically to eliminate outdated information. The task is done by the administration or its designee.

A. General Provisions

The student record contains all information concerning a student that is kept by the school. Each student and parent/guardian with physical custody has the right to see their own student records. Copies of any information in the records may be obtained upon request.

The student's record is available to school contracted personnel who work directly with the student, including: administrators, teachers, counselors, administrative office, staff and clerical personnel. They do not need permission to see student records.

No information in the student's record is available to anyone outside the school system without written permission from the student and/or parent and/or guardian. Exceptions to this would be a probation officer, court order or upon transfer to another school district. However, students and parents will be notified before these records are released. A written release must be signed to have any part of the school record sent outside the school. This includes, but is not limited to prospective employers, other technical schools, colleges, and military services.

The student and parent/guardian have the right to request to add relevant information to the student's record as well as the right to request removal of information believed to be untrue or incorrect.

B. Directory Information Notice

The South Hadley Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of members of athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before the 15th day of each September.

In the event that a refusal is not filed, it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

C. Rights Of Parents With No Physical Custody

It is necessary for divorced parents to submit a copy of the custody agreement or order so that the school system may identify which of the parents has physical custody of the child.

Access Procedures for Non-Custodial Parents

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions:

(a) A non-custodial parent is eligible to obtain access to the student record unless: the parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or the parent has been denied visitation or has been ordered to supervised visitation, or the parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Regulatory Authority:

603 CMR 23.00: M.G.L. c. 71, 34D, 34F.

D. Amending Your/Your Child's Record

1. A parent has the right to add information, comments, data, or any other relevant written material to the student's record. The parent should submit the additional information in writing to the principal with a written request that the information be added to the student record.
2. A parent has the right to request in writing deletion or correction of any information contained in the student's record, except for information, which was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or, if the IEP is rejected, after

the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

- (a) If a parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
- (b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
- (c) If the principal's decision is not satisfactory to the parent, the parent may file an appeal to the Superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
- (d) If the Superintendent's decision is not satisfactory to the parent, the parent may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR §23.09(4).

E. Notice On Transfer To Other Schools

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents and eligible students that the South Hadley Public Schools forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without consent of the parent or eligible student.

F. Destruction of Records

1. Notice is hereby given that the temporary record of a student will be destroyed no later than seven (7) years after that student transfers, graduates or withdraws from the school system. When the student transfers, graduates or withdraws from school, and if the eligible student or the parent/guardian want the temporary record, they must request, in writing, prior to the last day of school, that the documents be provided to them. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction.
2. In addition, each year, the principal and/or teachers and/or other service providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records (other than documentation of suspensions, expulsions, or exclusions), any notes from the Parent/guardian or other documents concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the parent/guardian want those records, they must request, in writing, prior to the last day of school that the documents be provided to them.

G. Access to Student Work

During the course of the school year, personally identifiable student work may be seen and reviewed by third parties. For example, personally identifiable student work may be displayed on bulletin boards, at fairs/shows, during Open House and parent teacher conferences, and thus, will be seen by many different people, not just the student, the parent and the teacher. In addition, as an instructional technique, students may be asked to edit, grade, review and/or comment on another student's work. All of this activity is part of the regular educational process and serves to benefit students. By meeting the terms of the acknowledgement form accompanying the Student Handbook, the student and/or the parent and/or the guardian is hereby agreeing to the disclosure of student work as outlined in this paragraph.

COMPUTER SCIENCE

7400 Introduction to Computer Applications (half year)

Prerequisite: None

This course is an introduction to computer applications. Students will create projects using Microsoft Word, Excel, PowerPoint, and Publisher, design web pages using HTML, do extensive Internet research, and use a blog to submit various assignments.

6416 Computer Science 1 (full year)

Prerequisite: Passing Grade in Algebra 1

This course is an in-depth study of Visual basic. Students will write programs using the Visual Basic language and environment. Programs will be written to solve various math programs, to make logical decisions, and to create interactive procedures for solving problems.

6426 Computer Science 2 (full year)

Prerequisite: Passing Grade in Computer Science I

This course is an in-depth study of the Java programming language. Programs will be written to solve various math problems and to make logical decisions. Students will work with JAVA, writing and debugging programs.

6436 Computer Science 3 (full year)

Prerequisite: Student must earn at least a C- in Computer Science II

In this course the student will work independently on an advanced course of programming in C++. The student will work on comprehensive projects with the aid of the instructor.

6446 Computer Science 4 (full year)

Prerequisite: Student must earn at least a C- in Computer Science III

In this course the student will work independently on a programming project of his/her choice, subject to approval of the instructor.

CONNECTIONS: SCHOOL TO CAREER

South Hadley High School is committed to utilizing and expanding the educational resources in our larger community. Our CONNECTIONS Program embraces a wide range of settings which bring relevance, application and meaning to our curriculum. We seek to connect our students to apprenticeships, employment, and volunteer options. This initiative couples students' interests and strengths in a placement that contributes to their intellectual, emotional, and social development. Perhaps most importantly, we hope to realize the incalculable benefits of placing adolescents in a caring adult environment.

7625/7626 Connections Community Service Learning (Variable Credits) (In School)

Community Service Learning is an educational method that involves students in challenging tasks that meet genuine community needs and requires the application of knowledge, skills, and systematic reflection on the experience. The program is designed to provide students with the opportunity to gain valuable experience in our school community, to value the volunteering aspect of their work and to learn a good work ethic. Students admitted to the program generally spend one period a day at their CSL site and all other periods in their academic classes.

Goals:

- Encourage student to volunteer.
- Increase student involvement in school life.
- Raise the career awareness of all students.
- Provide students with the opportunity to explore different perspectives of school functioning.
- Raise the awareness of all aspects of our school community.

Guidelines for Participation:

- Open to eleventh and twelfth grade students only.
- Students must be in good standing (attendance, tardiness) after entering the program.

7622 Connections (Variable Days) (Variable Credits) (After School)

The main objective of our Work Experience and the Career Internship Program is to provide an opportunity to extend traditional education and permit students to participate in other essential learning experiences. Students are placed in a community resource site to receive practical experience in an area consistent with career objectives. Each student will be supervised, evaluated regularly, and meet with the internship coordinator once per week. For their learning, students will earn credits which count toward their high school diploma.

Guidelines for Participation

- Students must be 16 years or older to participate in the program.
- All interested students should apply at the CONNECTIONS Office.
- Complete reading the Work Experience/Career Internship Handbook and fill out an Application Form.
- Complete the COIN Interest Inventory in order to identify available Community Learning Sites that are compatible to student's interests.
- Students must be in good standing (Attendance, Tardiness) after entering the program.
- Once entering the program, students will be expected to be excellent representatives of our school and the program.

ENGLISH

The English Department of South Hadley High School recognizes the importance of success in the English Language Arts in becoming an informed and productive member of society. In alignment with the Massachusetts Language Arts Curriculum Frameworks, the English courses are designed to produce effective speakers, discerning listeners, perceptive readers, and clear, persuasive writers. By the successful completion of senior year, students will have read a number of American and world authors, discussed and debated many ethical and social issues, and expressed views in varied oral and written forms.

REQUIREMENTS

Each student must earn a total of 24 credits in English in order to graduate: six credits in freshman English, six in sophomore English, six in junior English, and six in senior English. Every student must successfully complete the prior year program before being allowed to advance to the next level. While students are encouraged to select additional English electives in their sophomore, junior, and senior years, only six English credits per year can be applied to satisfying the department requirement. However, additional English credits will be applied to the total number of credits needed to graduate.

SUMMER READING

All students in all grade levels will be given a summer reading list. Students will read a specific number of works in preparation for testing in September. Copies of the reading list may be obtained from any English instructor, the Main Office, or our web site. Failure to do the reading may impact course selection and grade.

CRITICAL/RESEARCH PAPER

Students in all courses will be expected to complete a critical/research project acceptable to the instructor within the time frame established by the teacher. Failure to do so by the time frame specified will result in an INCOMPLETE for the semester/year and may lead to an "F" course grade. Incomplete grade regulations are explained earlier in this handbook (See FINAL EXAMINATIONS/INCOMPLETE GRADES).

FINAL EXAMS

All students will take final exams or complete final projects.

GRADE 9 COURSES

1100 Accelerated English 9 (full year)

Highly motivated students selecting this course must be reading at or above grade level and must be able to write multi-paragraph essays with full introductions and conclusions. Students must also demonstrate a solid understanding of Standard English conventions. Students may be asked to demonstrate a skill base from previous writing found in their portfolios. Emphasis will be on expository writing. The class will cover a range of literature from the novel and the short story to the play and poem. Students will develop and exhibit skills consistent with preparing a research project.

1200 College Prep English 9 (full year)

Students should be reading at grade level and should be able to write multi-paragraph essays complete with thesis statements and topic sentences. Students will receive practice in advanced grammatical constructions beyond the 8 basic parts of speech. The class will cover a range of literature from the novel and the short story to the play and poem. Students will develop and exhibit skills consistent with preparing a research project.

1203 Core English 9 (full year)

Students selecting this course will be preparing to enter a four or a two-year college, a post-secondary training environment, or a specific career field. Students will work actively to develop critical reading skills, writing skills, oral language and listening skills, and study skills. The course will be more application-oriented and will include a wider variety of formats in which to present a final product.

GRADE 10 COURSES

1110 Accelerated English 10 (full year)

Highly motivated students selecting this course must have demonstrated a mastery of composition skills, must be self-reliant and capable of working independently as well as in small groups, and should be able to set and maintain objectives. Students will examine, in detail, the role of the individual in society by analyzing poems, novels, plays, and short stories of both American and European authors and by enlarging their critical skill base. Students will engage in frequent expository writing assignments on a number of literary and non-literary topics. Students must be able to demonstrate skills in preparing and completing a research project. Preparation for the Grade 10 MCAS English Language Arts Test will be emphasized throughout the year.

1210 College Prep English 10 (full year)

Students will be actively engaged in developing critical reading skills, writing skills, oral language and listening skills. Students selecting this course will examine, in detail, the role of the individual in society by analyzing poems, novels, plays, and short stories of both American and European authors and by enlarging their critical skill base. Students will continue to work on expository writing skills. They will also be required to demonstrate their skills by completing a research project. Preparation for the Grade 10 MCAS English Language Arts Test will be emphasized throughout the year.

1217 Core English 10 (full year)

Students will be actively engaged in developing critical reading skills, writing skills, and oral language and listening skills. Emphasis will not only be on American and European literature and its effect upon culture and value development but also on the application of skills to demonstrate and to communicate across the high school spectrum. Students will be required to demonstrate their skills in completing a research project. Preparation for the Grade 10 MCAS English Language Arts Test will be emphasized throughout the year.

GRADE 11 COURSES

1020 Advanced Placement English Language and Composition (full year)

Prerequisites: B+ in Accelerated English 10, a department reading and writing test, and a recommendation from the current English teacher. Transfer students will be expected to submit a portfolio of sample work for review before placement. Summer assignments will be due by August 11, 2009. Students electing this course are expected to take the Advanced Placement English Language and Composition Exam.

As stated in the College Board's course description, this course "engages students in becoming skilled reader of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writer who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purpose, audience expectations and subjects as well as the way generic conventions and resources of language contribute to effectiveness in writing." These goals will be addressed predominantly through the study of British and American nonfiction from the 1600's to the present. Students will also read and study a number of important American works of fiction. Students electing this course should be high motivated. Combined PSAT Critical Reading and Writing scores should total 100 points or better. They should also be sophisticated and highly accomplished writers, ones who already possess a wide background of literary experience and are able to make in-depth critical analyses of the literature. Students will be expected to maintain a minimum B average

each semester; failure to do so may result in student reassignment. Students are expected to complete readings during the summer and submit reflective papers by a pre-determined date.

1120 Accelerated English 11 (full year)

Students selecting this course should have above average writing skills and should be versed in peer editing. Students will read many complete works by American authors. Emphasis will be on identifying an American style of writing, analyzing its impact on and from historical events, interpreting the quest for the American Dream, and establishing the criteria of the American tragedy. The course will deal with American literature from 1680 through the present and will require the successful completion of a research project.

1220 American Literature 11 (full year) (College Prep)

The course will concentrate on American literature from 1680 through the present. Students will focus on representative writers who reflect the changing American experience. Students will develop their ability to understand and interpret literature in relation to their own experience, historical context, and major themes such as the American Dream. Students will refine their skills as effective writers and further develop the capacity to write about literature. Students will be expected to complete a successful research project.

1211 MCAS English (full year) (Core) (Open to Grades 11, 12 by recommendation only)

This course is designed to provide individualized instruction for those students still needing to pass the MCAS English exam. Past individual results of the English portion of the MCAS exam will be used to develop an individualized instructional plan for each student. English topics addressed include: language skills, reading and literature analysis skills, and composition skills. Test-taking skills will also be practiced.

GRADE 12 COURSES

1030 Advanced Placement English Literature and Composition (full year)

Prerequisites:** B in Advanced Placement English Language and Composition and the recommendation of the current English teacher. For Accelerated 11 students who wish to enroll in AP: a final course grade of A-, the department reading and writing test, a portfolio of recent essays, and the recommendation of the Accelerated English 11 teacher. Transfer students will be expected to submit a portfolio of sample work for review or will need to successfully complete a qualifying exam demonstrating appropriate skills in literary analysis and composition before placement. Summer assignments will be due by August 11, 2009. **Students electing this course are expected to take the Advanced Placement English Literature and Composition Exam.

As stated in the College Board's course description, this course "engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone." Emphasis in the course will be on preparing students to take the Advanced Placement English Literature and Composition Test in May. The readings will focus on providing a world literary perspective from the Ancient Greeks through the present. Students will be expected to utilize an extensive speaking and writing vocabulary, be capable of in-depth literary analysis, and lead seminar discussions. Students will be required to successfully complete a research project. In preparation for the start of the school year, students will be expected to complete readings during the summer and submit reflective papers by a pre-determined date.

1130 Accelerated English 12 (full year)

Students selecting this course should have above average writing skills and be versed in peer editing. Emphasis will be on the examination of literature to identify a social versus an individual identity, the search for coping with a negative or a positive Utopia, the interaction between fate and free will, and the quest for conscience by defining truth and justice. The focus will be on dealing with world literature from the Ancient Greeks through the present, and students will be required to successfully complete a research project.

1230 World Literature 12 (full year) (College Prep)

Students will continue to develop their writing skills, oral language and listening skills, and critical and evaluative reading skills. This course will deal with developing an individual as well as a social conscience in the search for truth and justice. The literature selections will include readings from the early Greeks through the present and will reflect the individual's search for a permanent "truth" in a changing world. Emphasis will be placed on the themes of tragedy and the quest. Students will be required to successfully complete a research project.

ENGLISH ELECTIVES

Each elective listed below must be taken with a regular English Class as these courses do not satisfy English requirements for graduation.

1218 Speech and Communications (half year)

Speech and Communications is a semester course open to all tenth, eleventh, and twelfth graders who wish to improve their public speaking skills. Students will learn about delivery, body language, stress reduction techniques, and confidence building. Famous and/or recent speeches will be read and analyzed for argumentative and propaganda techniques. Students will be provided many opportunities to practice giving extemporaneous speeches, write and deliver speeches, and participate in classroom debates. In addition, students will focus on becoming a better audience, both in the classroom and in the public forum.

1204 Writing Workshop 9/10 (half year)

Writing Workshop 9/10 is a one-semester intensive writing course open to all freshman and sophomores. Emphasis will be placed on expository and argumentative writing, Standard English conventions used when composing and proofreading, and preparation for the MCAS Long Composition Test and the writing subtest of the new SAT.

1228 Writing for College (half year)

Writing for College is a one-semester intensive writing course open to all juniors and seniors. It is designed to prepare upperclassmen for the types of writing regularly required in college. Emphasis will be placed on analytical and persuasive writing, the use of multiple secondary sources when writing, Standard English conventions, and MLA format.

1214 English MCAS Preparation (half year)

This is a semester course open to all freshmen and sophomores who need instruction and practice in the standards covered by MCAS testing. Emphasis will be on vocabulary, grammar, reading, and writing tactics (especially on long and short essays). Students will have extensive practice in those skills necessary to achieve success on the MCAS test. This course is to be taken in conjunction with a traditional English course and is recommended for students who have achieved lower than a 225 on the 7th grade MCAS English Language Arts test or whose performance in English 9 indicates a need for intensive skill work.

1224 Visual Media 12 (full year) Open to Grade 12

The course examines techniques and effects of film and television communication. The students will be exposed to the following units: (1) the industry, (2) the study of film, (3) the process of film and television production, (4) the development of a working film and television vocabulary, and (5) production of actual videos for broadcast. Pupils will participate in the film/television process by writing, directing, filming, editing, and presenting videos on an assigned topic and self-initiated topics. Students will be required to use the equipment found in the media studio.

1236 Journalism (full year) (Open to Grades 10, 11, 12)

This course will allow students to learn the techniques of news gathering, writing, and editing, with an opportunity to publish their work in Spotlight, the high school's student newspaper. Students will gain photography experience through the use of digital cameras and Adobe Photoshop, and will learn the basics of layout and web design. All aspects relating to 21st century journalism and writing as a possible career will be covered, including the First Amendment, ethics, libel, and copyright law. Students selecting this course should have above average writing skills and be versed in peer editing. This course may be taken more than once for credit. Grade 9 students electing this course for sophomore year must receive permission from the instructor or the English Dept. Chair.

1226 SAT Preparatory in Math and English (half year)

This semester course will provide students with preparation for taking the Critical Reading, Writing, and Math sections of the SAT. Students will learn test taking strategies and practice using the actual subtests of past SAT's. Class time will rotate between Math and English sections. First consideration will be given to seniors in the first semester of senior year, while juniors will be given first consideration in their second semester of junior year. The course may be taken twice. Class size is limited to an enrollment of twenty.

FAMILY AND CONSUMER SCIENCE

The Family and Consumer Science courses help develop skills and values to improve family life. Family and Consumer Sciences explore wise consumerism, good nutrition and health, satisfying relationships, sound parenting, and early childhood education. With creative, hands-on learning, students may develop their interests and talents.

7512 Food and Nutrition/Food Management (half year) (Open to Grades 9, 10, 11, 12)

The Food and Nutrition program covers topics such as food safety, sanitation, nutrition, and food preparation techniques. The students work in small groups to plan and write a market order for each cooking lab. Time management, cooperative decision making skills, measuring, and topics related to overall nutrition are stressed.

7516 Early Childhood/Nursery School Management (full year) (Open to Grades 11, 12)

Students work cooperatively in a diverse, healthy and safe learning environment with preschool-aged children. Students are taught the necessary skills to foster a "learning through play" environment for the young children. They gain personal confidence and experience that will help them in future parenting roles.

FINE AND APPLIED ARTS

The Fine Arts are considered to be a Core Academic by the United States Department of Education, as well as the Massachusetts Board of Education. Without an extensive education in the creative and expressive processes that are fundamental to the Arts, a student's education is incomplete.

Through the Fine and Applied Arts programs, students are able to experiment, express themselves, explore and achieve personal goals through a variety of carefully designed curricular and co-curricular activities and lessons.

Visual Art

We take pride in our solid program, which emphasizes the making of art, solving complex visual problems, art history, and development of the ability to verbalize about art.

The Art courses offered provide a sequential program of experiences that will enable the future artist to pursue post-secondary education in art or to continue making quality art as an avocation. We provide an environment in which the student will develop the abilities of artistic expression. Students are introduced to a variety of media and techniques that develop, challenge, and enhance creative thinking, problem solving and individual expression.

8440 Foundations of Art (half year)

Prerequisite: None

In Foundations of Art, students learn the fundamentals of visual communication. Students learn how to observe and approach visual and spatial problems. Drawing, painting, design, and sculpture are all covered in this course. This course provides the necessary and substantial foundation for further study in Art.

8406 Intermediate Drawing (half year)

Prerequisite: C- or better in Foundations of Art

This course is a continuation of skills learned in Foundations of Art. Students continue to practice drawing, design, color theory, and critique skills. Students begin to explore more complex visual problems and begin to recognize and develop their personal style. Various materials will be used.

8450 Intermediate Painting (half year)

Prerequisite: *C- or better in Intermediate Drawing*

This course is a continuation of skills learned in Intermediate Drawing and in Foundations. Students continue to practice drawing skills, with an emphasis on painting composition, design, color theory, and critique skills. Students explore complex problems and continue to develop their personal style.

8412 Clay And Sculpture Forms 1 (half year)

Prerequisite: *C- or better in Foundations of Art*

In this course students will learn about 3-dimensional art. Students will gain a working knowledge of sculpture by studying sculpture throughout history and working in various media. Students will create pieces using clay, plaster, cardboard, fibers, found objects, papier-mâché, wire, wood, and other materials. Students will learn safe and proper use of tools, including carving tools, hammers, and drills to solve visual and spatial problems. Students will have the opportunity to complete both individual and collaborative sculptures.

8414 Clay And Sculpture Forms 2 (half year)

Prerequisite: *C- or better in Clay and Sculpture Forms I.*

In this course, students will explore more complex sculpting techniques and materials. This class provides students the opportunity to create their own focus area through individual choice projects.

8420 Art History, "A World View Through Art" (half year)

Prerequisite: *None*

This is not a studio art course. This course focuses on history and how art affects and is affected by history and society.

8426 Paper and Book Arts (half year)

Prerequisite: *C- or better in one semester of Art*

This course focuses on methods of making paper and using it to create two-dimensional and three-dimensional art. Students will recycle cloth, junk mail, linen and other fibers in order to make their paper and art work. Students will be expected to make paper, make books, do research and make a presentation on a related topic of their choice.

8416 Advanced Drawing (half year)

Prerequisite: *C- or better in Intermediate Drawing*

This course allows for in depth exploration of a variety of media and subject matter for drawing. Students will be challenged to create a large body of work, rendering several detailed drawings in a variety of media. Through the experience of observational drawing, students will learn to see more accurately and draw more convincingly. Students will draw from life and imagination. Keeping a sketchbook and drawing at home is a requirement. Each student will create an individual portfolio, participate in critiques, and prepare their artwork for display. Media covered will include: pencils, colored pencils, water color pencils, pastels, pen and ink, charcoal, and watercolors.

8418 Advanced Painting (half year)

Prerequisite: *C- or better in Intermediate Painting*

This course allows for in depth exploration of a variety of media and subject matter for painting. Students will paint from life and imagination, taking cues from painting styles throughout history. Keeping a sketchbook and drawing at home is a requirement. Students will participate in critiques and prepare their artwork for display. Media covered may include: watercolor pencils, pastels, pen and ink, acrylic paint, watercolors, and oil sticks.

8430 Advanced Portfolio (half year) (This course may be taken more than once)

Prerequisite: *C- or better in 2 years of high school art courses.*

This class is for the serious, self-motivated, mature art student who plans to pursue either a minor or major in art following graduation. The curriculum is loosely modeled after the "Advanced Placement Studio" course design, challenging students to create a portfolio with both a concentration in theme and a breadth of skills demonstrated. Keeping a sketchbook and working at home is a requirement. Students will create a diverse individual portfolio, write an "artist's statement", participate in critiques, and prepare their artwork for display.

Music and Drama

In music, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts.

The Music department pledges to create a positive and supportive learning environment. We provide a program of high quality music education and training in which members will build a foundation for life-long contribution to the cultural enlightenment of the community.

8510 Music Theory 1 (half year)

This program includes the study of basic materials of music and analysis of masterpieces of music with reference to cultural background. This course also includes the study of the elements of music, properties of tone and rhythm, elementary problems of voice leading, focus on the structural elements of composition, individual composition, ear training and sight singing. This course *does not presume* the ability to perform on a major instrument.

8512 Music Theory 2 (half year)

Prerequisite: *C- or better in Music Theory 1*

This course is a continuation and development of Music Theory 1. There will be more emphasis on individual creative projects such as composition, arrangements, analysis and improvisation.

8514 Music Theory 3 (half year)

Prerequisites: *C- or better in Music Theory 2*

This course continues the curriculum from Music Theory 2. Items covered are voice leading in 4 voices, harmonic progressions, dominant, leading-tone and non-dominant 7th chords, secondary dominants and binary and ternary form. The prerequisite for this class is to have completed Theory 1 and Theory 2 with a grade of C- or better, or to pass the placement exam.

8516 Music Theory 4 (half year)

Prerequisites: *C- or better in Music Theory 3*

This course continues the curriculum for Music Theory 3. Items covered are the late renaissance polyphony, two-voice eighteenth-century counterpoint, the fugue, borrowed chords, Neapolitan 6th chords, augmented 6th chords, variation technique, sonata form, and rondo forms. The prerequisite for this class is to have completed Theory III with a grade of C- or better, or to pass the placement exam.

8540 Music History (half year)

Prerequisites: *None*

Students who enroll in this class need not have any musical background. This course is an overview of music beginning with Gregorian chant, and ending with modern jazz. Some areas explored are the Baroque, Classical and Romantic periods, Nationalism, Impressionism and Expressionism, Opera, contemporary music and, finally, basic forms. Through listening, video, reading and research, students will learn to recognize the differences between styles and periods, and how styles were affected by history and society.

8520 Guitar 1 (half year)

This is an introductory course where students learn many of the different styles and techniques essential to playing rhythm guitar and lead melodies. The curriculum covers standard musical notation and tablature. Students will learn how to barre chords, use classical finger picking techniques and play blues. There are hands-on activities as well as written work. There will be two informal recitals during the course. Though not required, it is strongly recommended that students use their own acoustic guitar.

8522 Guitar 2 (half year)

Prerequisite: *C- or better in Guitar 1*

This course continues the curriculum from Guitar 1. Students will spend more time on individual technique and creative projects. Focus is given to the blues form, improvisation, and writing music.

8530 20th Century Music History (half year)

This course presents a timeline of music from 1900 to the present. Some types of music that will be listened to and discussed are jazz, blue grass, neo-classical, musicals, rock and roll and more. There will be individual projects, group projects, and a great deal of listening and discussion. There is no prerequisite for this class and no musical background is necessary.

8602 Treble Choir (full year)

Prerequisite: Open to treble voices only. (Soprano and Alto)

Students will study and perform level 3 to 4 music in a variety of styles. Students will also begin to learn basic vocal techniques, basic notation, and vocal exercises. Concerts are given throughout the year and all students enrolled in this class must participate in them. Please be aware that some of these concerts take place off school grounds and outside the school day.

8601 Concert Choir (full year)

This choir is a group of mixed voice parts. The choir studies and performs high level music of many different styles from Classical to Broadway. Students learn advanced vocal techniques, solfege, advanced vocal exercises, and some basic theory. Concerts are given throughout the year, and all students enrolled in this class must participate in them. Please be aware that some of these concerts take place off school grounds and outside the school day.

8534 Theatre Arts (Half Year)

Prerequisites: None

This course explores acting, script reading, set design, improvisation, lighting and sound, sketch and play writing, dance, and video production.

8500 Marching and Concert Band (full year)

The course involves the participation in various groups: marching band, concert band, and ensembles of unique combinations used in the preparation and performance of the appropriate instrumental music literature. Various styles of music are studied and performed during the school year. Students enrolled in this course must participate in all performances. Auditions are required for placement, but Band is open to any student. Interested beginners should see Mr. Wardwell. Please be aware that some concerts take place off school grounds and outside the school day.

8505 Band Front (half year)

The Band Front includes Flag Corps, Drill Team, Color Guard, and all other non-playing members of the marching band. This course is open to all students who do not play an instrument. Band front does include some Winter Guard activities. Members of the band (i.e. non-instrumentalists) who do not meet on a daily basis for the entire academic year will receive reduced credits.

Technology Education

The Technology course of study offers students opportunities to explore and develop technical and occupational competencies in a variety of fields. These courses are designed to develop marketable skills, build self-confidence, and provide exposure to a range of career options offered in each technical cluster. The sequencing of technical and academic courses prepares students for post-secondary education and/or the world of work, whether they choose to enter the work place directly from high school, or select to pursue post-secondary education in a technical training program, or a two or four year college. Due to budgetary constraints, students are charged for wood, metals, and some graphics materials in appropriate courses.

6406 Technology 9 (half year) (Open to grade 9 only)

Technology involves the creation of tools that expand our capacity to solve problems and to use and control our environment, both natural and human-made. In this course, students will engage in problem solving by designing, building, and testing solutions to real-world problems using hand tools and simple power tools. Students will discover that any technology no matter how complex can be described as a four part system.

7410 Cabinetmaking 1 (full year)

This is the basic course in woodworking. Students will develop the skills necessary to operate a variety of power machines. There will also be an introduction of hand tools. Students will be involved in cabinetmaking, furniture making, and other areas of woodworking. The class will also study basic drafting as they will be designing their own projects as well as developing a Computer Aided Machine program.

7420 Cabinetmaking 2 (full year)

Prerequisite: C- or better in Cabinetmaking 1

This course sharpens the skills developed in Cabinetmaking I. Students will select or design an advanced project and build it. There will be a strong emphasis on quality hand work and efficient machine work.

7430 Wood Technology (full year)

Prerequisite: C- or better in Cabinetmaking 2

Students will study sophisticated furniture design in order to construct advanced wood projects. The class will include tests of materials for strength and durability, consumer trends, and current products in the woodworking industry. Students may be required to participate in field trips, and will continue to develop their skills in the area of Computer Aided Machining.

7436 Special Project in Wood Design (full year)

Prerequisite: C- or better in Cabinetmaking 2

The students will design and build an advanced piece of furniture or other wood design. This class requires a written contract between the teacher and the student.

7414 Computer Aided Design 1 (full year)

Prerequisite: C- Average or higher in Algebra 1 is required for this course

The purpose of this course is to develop a valuable knowledge of basic drafting principles and practical computer aided design skills. Work will involve a progression of drawing exercises to enable the students to interpret and design complex machine type drawings. When available, students will also learn CNC software to machine some of the drawings produced.

7424 Computer Aided Design 2 (full year)

Prerequisites: C- or better in CAD 1, C- average or higher in a Math course

CAD II focuses on 3D solid modeling techniques. Students will learn how to create and manipulate 3D mechanical objects beginning with AutoCAD's solid modeler, Advanced Modeling Extension (AME). The primary emphasis of the course will be learning to design with AutoCAD's Inventor parametric software enabling the students to automatically create 2D multiviews, auxiliary views, and section views. For final projects students will design a multi-part 3D prototype to solve a given mechanical problem.

7434 Architectural Design (full year)

Prerequisite: C- or better in CAD 2

This course is designed to enrich student knowledge in residential design and structural drawing. The program consists of designing a functional home according to building codes and specifications. The house plans will be drawn with AutoCAD.

7418 Graphics (full year)

This is an introductory course open to all students in grades 9 through 12. Students will focus on digital applications using various Adobe brand software. Students will be involved in six areas of the design and reproduction process: graphic design, desktop publishing, scanning techniques, wide format ink jet printing, and vinyl graphics.

7426 Graphic Communications 2: Commercial and Sign Printing (full year)

Prerequisite: C- or better in Graphics

Graphics 2 is intended for students who have a serious interest in graphic design or are considering a career in graphic communications. The course will continue the curriculum from Graphics 1. The students will study basic color theory, densitometry, color calibration and trapping techniques. The students will develop their practical skills through creating an in-house design and print shop, as well as assisting in pre-press processes.

7438 Graphic Communications 3 (full year) (pending School Committee approval)

Prerequisite: *C- or better in Graphics 2*

In this course students will progress to advanced levels of skill in Adobe Photoshop, InDesign, and Illustrator as well as to develop basic skills in other related software such as Flash and Dreamweaver. The focus will be on developing a portfolio of work that consists of a variety of print, packaging, motion graphics, video, and web design. The class will also operate as a self-funding business in which students will work with local business people and groups on real-world projects, including projects such as logo and print design and web page development.

FOREIGN LANGUAGES

Recognizing that all students are members of the global community, the South Hadley School District supports and encourages the study of foreign language in order to provide the student with the opportunity to develop a better understanding and appreciation of the world in which we live.

According to the *Academic Guidelines for High School Students and Their Parents in Preparing for New England's Public Land-Grant Universities* (<http://www.necop.org/preparing.html>), "Study of a foreign language is an essential part of a good education. Most of our university programs require for admission at least two years of foreign language study in the same language. However, true competence requires much more than two years of study. Knowing a foreign language and acquiring the habit of mastering languages is becoming a practical necessity for all Americans. In an age of increasing economic, political, and social interaction among nations, knowledge of one or more foreign languages and cultures is strongly recommended, regardless of a student's particular career interests and aspirations."

In order to prepare for post secondary education admission for competitive four year colleges and universities 4 years of Spanish, French or Latin (at the high school level) is highly recommended. For successful admission to two-year colleges and many state colleges, at least two years of Spanish, French or Latin (at the high school level) is recommended.

4202 Latin 1 (full year) (College Prep)

First year Latin stresses vocabulary, inflections, and rules of syntax in both English and Latin in preparation for the further study of Latin. The course emphasizes the importance of English derivatives from Latin root words. It also includes an introduction to Roman civilization and culture.

4212 Latin 2 (full year) (College Prep)

Prerequisite: *A minimum grade of C- in Latin 1*

Latin II continues the development of the principles of grammar and vocabulary. English vocabulary is increased through the continued study of Latin roots. Special emphasis is placed on the cultural heritage of the Romans and their impact on modern civilization. Reading skills are developed through translations of Greek and Roman myths, and adapted selections from Caesar, Ovid and Plautus.

4122 Latin 3 (full year) (Accelerated)

Prerequisite: *A minimum grade of C- in Latin 2*

The third level of Latin continues the development of the basic skills and reviews material acquired in Latin I and II. The students will acquire historical, political and economic background concerning the last days of the Roman Republic before reading poetry selections from Catullus, Ovid and Lucretius. The students will increase their proficiency through these selections, as well as short adapted passages from Cicero, Livy and other Roman historical writers. In addition, students will explore Roman rhetorical and grammatical figures of speech and their influence on world literature.

4132 Latin 4 (full year) (Accelerated)

Prerequisite: *A minimum grade of C- in Latin 3*

Students complete their mastery of the major aspects of Latin grammar then read and analyze passages from Pliny, Ovid, Catullus and other authors.

4034 Advanced Placement Latin: Vergil (full year)

Prerequisite: A minimum grade of A in Latin 3 or permission from the instructor

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Accelerated Credit is given. Financial aid is available upon proof of need.)

This course aims at an in-depth study of one of the great classics of western civilization, the Aeneid of Vergil. Discussion of the poem's major themes and study of its poetic techniques add depth to the translating of the Latin verse. Linguistic accuracy, speed, and comprehension, together with facility in communication of ideas in critical analysis, will be expected of the AP candidate.

4204 Spanish 1 (full year) (College Prep)

In this first level of Spanish, the four language skills, listening, speaking, reading, and writing, are taught. Reading and writing of simple sentences are the focus during the first semester, while listening and speaking are encouraged throughout the year.

4214 Spanish 2 (full year) (College Prep)

Prerequisite: A minimum grade of C- in Spanish 1

The second level of Spanish continues the work begun in the first year. The four basic language skills continue to be taught with a heavier emphasis on reading and writing. There is an increase in length and difficulty of the material. Fundamentals of grammar continue to be taught; and cultural features are presented through readings in the text, tapes, films, and projects.

4124 Spanish 3 (full year) (Accelerated)

Prerequisite: A minimum grade of C- in Spanish 2

This class is conducted primarily in Spanish. The four language skills continue to be developed with more emphasis now placed on reading, writing, and conversation. By the end of the course, students should have a good foundation in Spanish grammar. Hispanic culture and civilization are presented through the use of readings, films, slides, and videos.

4134 Spanish 4 (full year) (Accelerated)

Prerequisite: A minimum grade of C- in Spanish 3

This class is conducted primarily in Spanish: students are expected to understand spoken and written Spanish and to respond in Spanish during the majority of class time. In addition to thoroughly reviewing verbs and grammatical structures, these concepts are explored in further detail in class. Hispanic culture is emphasized and studied through grammar lessons, cultural readings, films, tape, media articles, projects, and discussion. Also, there is an introduction to Hispanic literature, primarily through the study of the short story.

4032 Advanced Placement Spanish Language (full year)

Prerequisite: A minimum grade of B in Spanish 4

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Accelerated Credit is given. Financial aid is available upon proof of need.)

This course is designed to provide students with a greater communicative ability in Spanish. The course has the following objectives: to develop the ability to understand spoken Spanish in various contexts; to develop a vocabulary sufficient for reading newspapers and magazine articles, literary texts, and other non-technical writings; to develop a greater appreciation of Hispanic culture; and to develop the ability to express oneself both orally and in writing. The course is conducted entirely in Spanish and the students are expected to participate fully in the target language. Students completing this course are required to take the Advanced Placement Exam in May.

4101 Spanish for Native Speakers (full Year) (Accelerated Level) (with option to take AP Spanish Language Exam); (Students may take the course more than once.)

This class is taught entirely in Spanish and it is structured around the four language skills: reading, writing, listening, and speaking. The course has the following objectives:

- ✓ To improve the ability to communicate in Spanish, using "standard" Spanish;
- ✓ To nourish bilingualism;
- ✓ To recognize and keep in touch with Hispanic roots and culture;
- ✓ To review verbs and grammatical structures;
- ✓ To develop vocabulary.

In the reading area we will explore a variety of authors from different countries and periods, as well as articles taken from newspapers and magazines from Spanish-speaking countries. The writing skills will be practiced by writing reports on materials discussed in class. The listening and speaking skills cannot be isolated, and will be practiced side by side during the discussions held in class. Current events, music, art, legends, movies, politics, etc. will be an integral part of the class.

4200 French 1 (full year) (College Prep)

This first level has as its emphasis an oral approach to the language. While all four language skills - listening, speaking, reading, and writing - are taught, the first two are stressed through recognition, repetition, imitation, and variation of sounds and patterns. Fundamentals of French grammar are taught, and students are introduced to cultural features of French speaking countries.

4210 French 2 (full year) (College Prep)

Prerequisite: *A minimum grade of C- in French 1*

The second level of French continues the work begun in the first year. The four basic language skills continue to be taught with a heavier emphasis on reading and writing. There is an increase in length and difficulty of the material. Fundamentals of grammar continue to be taught; and cultural features are presented through readings in the texts, tapes, films and projects.

4120 French 3 (full year) (Accelerated)

Prerequisite: *A minimum grade of C- in French 2*

This class is conducted primarily in French. The change in emphasis begun at the second level continues. There is an intensive review of vocabulary and grammar during the first quarter providing a period of transition for the student. There is also a much heavier emphasis on speaking and writing through the use of compositions, reports, and class discussions. Culture continues to be taught in the same manner as in French II, but in greater depth.

4130 French 4 (full year) (Accelerated)

Prerequisite: *A minimum grade of C- in French 3*

This class is conducted primarily in French. A thorough review of verbs and grammatical structures is carried out. Literature is studied from a variety of sources primarily through the short story. Students are expected to participate in discussions and to make presentations on a variety of topics.

4030 Advanced Placement French Language (full year)

Prerequisite: *A minimum grade of B in French 4*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Accelerated Credit is given. Financial aid is available upon proof of need.)

This course is designed to provide students with a communicative ability in French. The course has the following objectives: to develop the ability to understand spoken French in various contexts; to develop a vocabulary sufficient for reading newspaper and magazine articles, literary texts, and other non-technical writings; and to develop the ability to express oneself both orally and in writing. The class is conducted in French. Students completing this course are required to take the Advanced Placement Exam in May.

HISTORY AND SOCIAL SCIENCES

Our understandings of ourselves, of who we are as a community and as a nation in the world, are all dependent on our greater understanding of the historical forces of which we are a part. As William Faulkner said, "The past is not dead. It is not even past." Martin Luther King added that "the function of education is to teach one to think intensively and to think critically." History offers the context for that thinking, as well as a relevant framework within which to build the world of the new century. The purpose of the history classes is to provide a solid base of knowledge upon which students may begin their explorations of their world. The essential question each student must ask is how he or she can best take part in the world community.

REQUIREMENTS

South Hadley High School requires that each student must take three years of History and Social Sciences courses and must pass a United States History course. Students must have the previous teacher's recommendation before taking accelerated courses. Students electing Advanced Placement courses must have performed at least B work in the accelerated level United States History course and have the approval of

the teacher. All students taking Advanced Placement courses are expected to take the Advanced Placement test. Students must take at least two of the semester-long electives in the junior and senior years.

GRADE 9 COURSES

2100 Accelerated World History (full year)

Prerequisite: B level work in 8th grade US and recommendation of instructor

This survey course will cover world history from the scientific revolution to World War II. Highly motivated students who wish to acquire history skills necessary to excel at the Advanced Placement level are encouraged to take this course. The course will involve a chronological approach to history supported by coverage of the state history frameworks. Extensive reading and essay writing will be expected.

2200 College Prep World History (full year)

Prerequisite: None

This survey course will cover world history from the scientific revolution to the World War II. The course will involve a chronological approach to history supported by coverage of the state history frameworks.

2207 Core World History (full year)

Prerequisite: None

This course will cover similar chronological material as other freshman history courses, but will stress reading comprehension and basic writing skills. The emphasis in this class will be reading and language arts skills as they relate to history.

GRADE 10 COURSES

2120 Accelerated United States History (full year)

Prerequisite: B level work in Accelerated World History (A level work in College Prep World History) or permission of instructor

This course will cover United States History from 1865 to the present. Highly motivated students who wish to acquire history skills necessary to excel at the Advanced Placement level are encouraged to take this class. The course will involve a chronological approach to history supported by coverage of the state history frameworks. Extensive reading and essay writing will be expected

2220 College Prep United States History (full year)

Prerequisite: None

This course will cover United States History from 1865 to the present. The course will involve a chronological approach to history supported by coverage of the state history frameworks.

2223 Core United States History (full year)

Prerequisite: None

This course will cover similar chronological material as other United States History courses but will stress reading comprehension and basic writing skills. The emphasis will be on reading and language arts skills as they relate to history.

GRADE 11/12 ELECTIVES

Students should select either a full year course or one fall/spring semester combination of courses.

2020 Advanced Placement United States History (full year)

Prerequisite: B level work in Accelerated US History or permission of the instructor. Students must successfully complete the summer assignments by August 20th or they will not be allowed to take the class.

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Accelerated Credit is given. Financial aid is available upon proof of need.)

This course will prepare the students with the analytical and essay writing skills in thematic areas including equality, class differences, governmental growth, reform, and imperialism. Students will also acquire the habits of mind necessary to think as historians, and to prepare for success on the AP examination.

2031 Advanced Placement Government and Politics: United States (full year, seniors only)

Prerequisite: *B level work in accelerated history courses or permission of the instructor. Students must successfully complete the summer assignments by August 20th or they will not be allowed to take the class.*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Accelerated Credit is given. Financial aid is available upon proof of need.)

Students will study foundations and structure of American government, its political beginnings, political behavior including political parties, voter behavior, the electoral process, mass media, and interest groups, as well as comparative political systems. The class will prepare the students with the analytical and essay writing skills. Students will acquire the habits of mind necessary to think as historians, and to prepare for success on the AP examination. All students will prepare for and are required to take the AP American government test in May of the school year.

2258 American Law and Mock Trial (full year) (Accelerated)

Prerequisite: *B level work in history and English courses or permission of instructor.*

This course introduces students to the principles and practices of the American legal system. Students will learn about laws and law making from local ordinances to our Constitution and the Bill of Rights, the distinctions between the criminal and civil justice systems, and the structure and functioning of our third branch of government. We will then follow the steps of real and fictional cases from the trial to sentencing. Students will learn court room protocol and trial techniques by participating in complete mock trials. Aspiring lawyers, police officers and Law and Order fans are encouraged to sign up! Be ready to work hard; there will be lots of reading, writing, and, of course, arguing.

2140 Seminar in World Issues (full year) (Accelerated)

Prerequisite: *B level work in Accelerated history courses (A level work in College Prep history courses) or permission of instructor.*

In our ever-shrinking world what happens “over there” increasingly affects the United States and conversely, what the United States does affects the world. This course is an accelerated level **seminar** style class. You must do the readings (lots of them) and participate in class discussions. Students will complete research papers, projects, presentations, essays and tests.

2251 Economics (half year) (College Prep)

Prerequisite: *None*

Students will focus on the structure of economic systems, including scarcity, supply and demand, market structures, the role of government and national economic performance. This course is intended as an introductory experience for students interested in business, Wall Street, how money is made, and in how the U.S. and world economic systems function. The course involves rigorous reading, writing, and projects.

2252 Economics (half year) (Accelerated)

Prerequisite: *B level work in history courses or permission of instructor*

Students will focus on the structure of economic systems, including scarcity, supply and demand, market structures, the role of government and national economic performance. This course is intended as an introductory experience for students interested in business, Wall Street, how money is made, and in how the U.S. and world economic systems function. The course involves rigorous reading, writing, and projects.

2255 Economics II (half year) (College Prep)

Prerequisite: Passing Grade in Economics

Want to start a small business? Do you think that you have some of the following characteristics: openness to creative solutions, positive mental attitude, seeing opportunities where others see problems? This class provides the raw materials needed to be an entrepreneur. Students will be introduced to business concepts and design. Projects are a main focus.

2256 Economics II (half year) (Accelerated)

Prerequisite: B level work in Economics or permission of instructor

Want to start a small business? Do you think that you have some of the following characteristics: openness to creative solutions, positive mental attitude, seeing opportunities where others see problems? This class provides the raw materials needed to be an entrepreneur. Students will be introduced to business concepts and design. Projects are a main focus.

2253 Great Thinkers 1 (half year) (Accelerated)

Prerequisite: B level work in history courses or permission of instructor

This course introduces the study of world religions by asking: What is faith? What evidence is there for it? How is it experienced? The major faith groups (Abrahamic and Vedic) are studied as are pre-historic (Shamanic) and early (Pagan) traditions. Importantly, religions will be explored and experienced through field trips to local religious centers and through class visits by religious leaders. This course will require extensive reading and writing assignments and active class participation.

2254 Great Thinkers 2 (half year) (Accelerated)

Prerequisite: B level work in history courses or permission of instructor

This course introduces the study of western philosophy by connecting such thinkers as Gramsci, Marx, Hegel, John Roebing and Lennon to the world in which they lived. Practical application of the philosophies we study will be experienced through a field trip to the Bronx, a walk across the Brooklyn Bridge, and a visit to Strawberry Fields in Central Park. This course will require extensive reading and writing assignments and active class participation.

2246 20th Century History 1 (half year) (College Prep)

Students will develop their research and critical thinking skills by examining people, places and events chronologically from 1900 to 1945, bringing in prior history as necessary for understanding of the issues during the time in focus. Studies include social and political change in European, Asian, African, and Latin American history of the early 20th century, and the Great Wars 1914 to 1945.

2250 20th Century History 2 (half year) (College Prep)

Students will develop their research and critical thinking skills by examining people, places and events chronologically from 1945 to the present, bringing in prior history as necessary for understanding of the issues during the time in focus. Beginning with the ending of World War II, the studies will include the Cold War Era, Economic and population growth, Asian, African, and Latin American nationalist movements, Arab nationalism, and the contemporary world.

2146 20th Century History 1 (half year) (Accelerated)

Prerequisite: B level work in history courses or permission of instructor

This course will cover world history chronologically from 1900 to 1945; bring in prior history as necessary for an understanding of the issues during the time in focus. In this class we will use a variety of primary and secondary sources. This class will require a substantial amount of high level reading.

2150 20th Century History 2 (half year) (Accelerated)

Prerequisite: B level work in history courses or permission of instructor

This course will cover world history chronologically from 1945 to the present, bringing in prior history as necessary for understanding of the issues during the time in focus. In this class we will use a variety of primary and secondary sources. This class will require a substantial amount of high level reading.

2221 Forensics (full year) (Accelerated)

Prerequisite: B level work in history and chemistry

Students will pursue a dual course of study in science and history. In science they will study the biochemical foundations that contribute to case law by helping to determine the innocence or guilt of the accused. The students will also follow the law as it applies to forensics, studying actual cases, and

using forensic evidence to argue at mock trials. All students will participate in a final demonstration project of the skills acquired during the course.

2234 Asian/International Studies (full year) (College Prep)

Prerequisite: None

The course will employ a multidisciplinary focus, bringing in history, art, language and literature, to help understand the cultures of Asia.

2131 Asian Studies (full year) (Accelerated)

Prerequisite: B level work in history or Permission of Instructor

This course provides an overview of the rich and complex history and culture of China, Japan and Korea, India, and Southeast Asia. Students will examine these four Asian regions using both primary and secondary sources to supplement textbook readings. Assignments will include papers, including a substantial research paper, as well as individual and group projects. Students will establish meaningful comparisons among Asian cultures, examine the relationships between East and West, and complete one project placing a selection of Asian literature in its historical and cultural context. Tests and quizzes will also assess student progress. This course requires a substantial amount of high level reading and writing.

2232 Strategic Studies (full year) (College Prep)

Prerequisite: None

Strategic Studies is a course that would cover all aspects of military history from the Greeks to the war on terrorism. Topics would include: raising of armies, civil-military relations, financing of war, economic and social consequences of war, war and demography, warfare and technology, why war comes about, how wars unfold, and why one side wins. We would also analyze the timeless writings of great strategic thinkers such as Clausewitz and Sun Tzu and apply them to contemporary issues.

2132 Strategic Studies (full year) (Accelerated)

Prerequisite: B level work in history courses or permission of instructor

Strategic Studies is a course that would cover all aspects of military history from the Greeks to the war on terrorism. Topics would include: raising of armies, civil-military relations, financing of war, economic and social consequences of war, war and demography, warfare and technology, why war comes about, how wars unfold, and why one side wins. We would also analyze the timeless writings of great strategic thinkers such as Clausewitz and Sun Tzu and apply them to contemporary issues. In this class we will use a variety of primary and secondary sources to develop a broad understanding of warfare and strategy. This class will require several advanced research papers, projects and a substantial amount of high level reading.

MATHEMATICS

All people can learn mathematics and develop mathematical power. The mathematics department offers a curriculum with a common core of mathematical topics and a range of course offerings that provide all students access to meaningful and rigorous courses of study. Course content is aligned with the Massachusetts Mathematics Curriculum Frameworks and every effort is made to help prepare for MCAS testing. All students are required to pass three years of high school mathematics. Courses fall under four categories: 1) Advanced Placement, 2) Accelerated, 3) College Prep and 4) Core.

All courses will incorporate graphing calculator technology into instruction. Be advised that some calculators are available for use in the math department. However, to benefit most, students need to purchase their own graphing calculator to use in school and at home while completing assignments. We recommend the Texas Instruments TI-83 or TI-84 Plus Graphing Calculators.

3207 Algebra 1A/ Basic Skills (full year) (Core)

This is a standard level course designed for the student who struggles with math and needs more time to learn Algebra 1. This course will reinforce the basic skills needed to succeed in Algebra 1. Topics include: Simplifying expressions, solving linear equations and inequalities, working with functions, and solving systems of equations. Students choosing this course will be expected to take Algebra 1B/ Basic Geometry the following year to fulfill the Algebra 1 curriculum.

3203 Algebra 1B/ Basic Geometry (full year) (Core)

Prerequisite: Passing Grade in Algebra 1A/ Basic Skills

This standard level course is a continuation of Algebra 1 including the basic geometry topics needed to succeed in passing the MCAS test. Topics include: polynomial operations; factoring; quadratic, exponential, and rational functions; and data analysis. Students completing this course will have sufficient math preparation to pass the MCAS test. Students may elect Geometry, Algebra 2, or Topics in Math the following year.

3200 Algebra 1 (full year) (College Prep)

Prerequisite: Minimum of C in Eighth Grade Math

Algebra is the language through which most of mathematics is communicated. Algebra concepts developed in previous grades are extended with emphasis placed early upon functions, graphing, and mathematical modeling of real world problems. Topics include: solving linear and quadratic equations and inequalities, data analysis, and solving systems of equations. Exponential and polynomial functions are also introduced.

3120 Accelerated Algebra 2 (full year)

Prerequisite: Minimum of B in Algebra 1 and B in Accelerated Geometry or A in Geometry

This is an accelerated Algebra course that provides a thorough foundation in intermediate and advanced algebra with special emphasis given to families of functions. Included in the study of functions will be an introduction to trigonometry. This course is for the well-prepared Algebra I student. A graphing calculator is necessary for success.

3220 Algebra 2 (full year) (College Prep)

Prerequisite: Minimum of C- in Algebra 1 or Algebra 1B

This course further develops problem-solving skills learned in Algebra One. Emphasis is on linear systems, matrix algebra, quadratic, polynomial, exponential, logarithmic, and rational functions. Probability and data analysis strands are interwoven throughout the course. Mathematical modeling of real world situations is emphasized. Having a graphing calculator will increase chances of success.

3212 Geometry (full year) (College Prep)

Prerequisite: Passing Grade in Algebra 1

This is a college preparatory program that provides students with tools for understanding all dimensions of geometry: drawing, measurement, visualization, deductive proof, algebraic and numeric representations. Students will gain experience with isometrics, and non-traditional problems, complete computer investigations using interactive geometry software in the computer lab, and complete projects that connect geometry with the real world.

3110 Accelerated Geometry (full year)

Prerequisite: *Minimum Grade of B in Algebra 1*

This is an accelerated course in traditional Euclidean Plane Geometry. Major concepts covered include proof, logic, congruence, similar polygons, area, and volume. Emphasis will be made to connect geometry with other topics of study and with real life applications. Projects and work with visualization software will allow students the opportunity for deeper understanding of topics.

3216 Advanced Algebra/Statistics (half year) (College Prep)

Prerequisite: *Minimum of C- in Algebra 2*

This is a fourth-year college preparatory course covering basic statistics, probability, and a review of advanced algebraic concepts. Students **MUST** have their own personal TI-83 Graphing Calculator for success in this course.

3218 Trigonometry (half year) (College Prep)

Prerequisite: *Minimum of C- in Algebra 2*

This course covers enough trigonometry to constitute a standard pre-calculus background in trigonometry. Students **MUST** have their own personal TI-83 Graphing Calculator for success in this course.

3213 Math MCAS Preparation (Elective – Grade 10) (half year)

(This course does not satisfy the math requirement for graduation)

This is a course designed for the student who needs refreshment in the standards covered by MCAS testing. Emphasis will be on sharpening basic skills in Number Sense, Geometry, Algebra, Statistics, and Probability. Students will have extensive practice in those skills necessary to achieve success on the MCAS test. It is recommended for those students who received lower than a 225 on their 8th grade math MCAS test. Test taking skills will be discussed and taught. This course may be taken twice.

3221 MCAS Math (full year) (Open to Grades 11, 12 by recommendation only)

This course is designed to provide individualized instruction for those students still needing to pass the MCAS test or having a documented need for this math course in their IEP. Students will be completing a math portfolio for submission to the Department of Education as an alternate assessment for passing the MCAS test. SHHS has a 100% pass rate for these portfolio submissions! The math topics covered include Number Sense, Geometry, Algebra, Statistics, and Probability. If a student passes the MCAS retest in November, he/she may opt out to take a second semester course.

3224 Topics in Math (full year) (Core)

Prerequisite: *Passing Grade in Algebra 1B/ Basic Geometry*

This standard level course covers several topics in math including: geometry, Algebra 2, statistics, probability, and trigonometry. This course fulfills the third year of the math requirement for graduation. A student may continue the following year in a college level course in any of the above topics.

3130 Precalculus (full year) (Accelerated)

Prerequisite: *Minimum of B- in Accelerated Algebra 2 or A in Algebra 2*

This is an accelerated course designed to prepare students for AP Calculus at SHHS or first year calculus in college. Topics of study include quadratic and other polynomial functions, exponential and logarithmic functions, trigonometric functions, and rational functions. Each type of function will be studied in depth, including the characteristics of its graph, its domain and range, and its applications. Students must have their own graphing calculator and be familiar with its functions. Classroom instruction will utilize the TI-83 Graphing Calculator.

3032 Advanced Placement Calculus AB (full year)

Prerequisite: *Minimum of B- in Precalculus or permission of the instructor*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Accelerated Credit is given. Financial aid is available upon proof of need.)

This course follows the College Board's syllabus for Calculus AB. In this course, students will learn the four main concepts of Calculus – limits, derivatives, anti-derivatives, and definite integrals. Each concept and its applications will be studied in the context of a variety of different types of functions, including linear, polynomial, trigonometric, exponential and logarithmic. **A TI-83 Plus, TI-84 or TI-89 graphing calculator is required for this course.** Students completing this course will be required to take the Advanced Placement Exam in May.

3030 Advanced Placement Statistics (full year)

Prerequisite: Minimum of A in Algebra 2 or B in Advanced Algebra/Statistics and Trigonometry

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Accelerated Credit is given. Financial aid is available upon proof of need.)

Here is a College Board sponsored advanced placement option that can be taken in conjunction with (or in lieu of) Calculus. Developed with the assistance of an Advanced Placement grant, the purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Work is organized around four themes: a) Exploring data b) Planning a study c) Anticipating patterns in advance and producing models using probability and simulation d) Statistical inference. Minitab statistical software is used. Students **MUST** have their own TI-83 graphing calculator for this course. Those who have successfully completed this course of study will be required to take the Statistics Advanced Placement Exam in May.

1226 SAT Preparatory in Math and English (half year)

(Must be taken with a regular English and Mathematics class as these courses do not satisfy English or Mathematics requirements for graduation)

This semester course will provide students with preparation for taking the Critical Reading, Writing, and Math sections of the SAT. Students will learn test taking strategies and practice using the actual subtests of past SAT's. Three days will focus on the English portions of the test and three will be devoted to the Math section. First consideration will be given to seniors in the first semester of senior year, while juniors will be given first consideration in their second semester of junior year. The course may be taken twice. Class size is limited to an enrollment of twenty.

3312 Accounting 1 (full year) (Open to Grades 11, 12) (Core)

Accounting 1 students learn the systematic approach necessary to keep accurate financial records. Income tax preparation and financial planning are also taught, along with an introduction to Automated Accounting using accounting software. This is a hands on learning process and students must be prepared to work in accounting workbooks on a daily basis.

3314 Accounting 1 (half year) (fall semester) (Open to Grades 11, 12) (Core)

Accounting 1 students learn the systematic approach necessary to keep accurate financial records. This is a hands-on learning process and students must be prepared to work in accounting workbooks on a daily basis.

PHYSICAL EDUCATION

Students will learn various life-long recreation sports, team sports or have the option to take personal fitness. Conforming to state requirements, all Physical Education classes are offered coeducationally. Participation in Physical Education is a state requirement for all secondary school students. Students may be excused from this course only through the submission of a doctor's certificate.

0403 Grade 9 Wellness/Physical Education (Mandatory for all 9th grade students)(half year)

This course introduces students to the concepts and principles of Wellness as outlined by the State Comprehensive Health Curriculum Frameworks. Students will be provided with information to help them understand the different components of adolescent health and wellness. Strands include Growth's Development, Physical Activity and Fitness, Nutrition, Reproduction and Sexuality, Mental health, Family Life, Interpersonal Relationships, Disease Prevention and Control, Safety and Injury Prevention, Misuse and Prevention of Alcohol, Tobacco, and Other Drugs, and Violence Prevention.

0412 10th Grade Physical Education (half year)

0412 11th Grade Physical Education (half year)

0412 12th Grade Physical Education (half year)

This course is designed to meet the basic needs of every student. These are attained by participation in a wide variety of physical and recreational activities that lead to (1) coordination, (2) strength, (3) skill, (4) endurance, (5) experiences designed to develop knowledge, understanding, and new attitudes toward physical education and fitness. The Physical Education Department is providing the opportunity to the students to benefit and become more aware of the values of physical fitness in their post high school years.

0402 Personal Fitness/Weight Training (half year) (Open to all grades)

(This course can be taken for Physical Education credit)

In this class, students will learn the components of fitness. This will include, guidelines for exercise, principles of training, muscular fitness, cardiovascular fitness, and nutrition. Students will design their own workout program and implement it over the course of the semester. Students will participate in activities such as weight lifting and various aerobic/anaerobic activities. This class can replace the physical education and health requirement for that semester.

0406 Officiating (half year) (Open to all grades)

(NOTE: This course does NOT count toward physical education credit.)

This course will provide students a first hand look at officiating. Football, Soccer, Basketball and Lacrosse will be covered for half the year during this course. Officiating mechanics, rules interpretations and career opportunities will be among the focus areas. Students will also officiate their own class in sports of focus as well as possible opportunity to officiate youth recreation level games. Students will also have the opportunity to take the appropriate officials knowledge test at the completion of the semester. This class will be available to students of all grades.

Physical Education Waiver Process (Open to grades 11, 12)

Students in grades 11 and 12 can request a waiver from physical education if they are participating in a sport or other sustained physical activity. Physical education waiver forms are available in the Guidance Office. The waiver process requires the approval of both the Physical Education Director and the Principal.

SCIENCE

Building on the inquisitive nature of individuals to better understand their place in this world, the science department creates an environment where students can discover answers to questions. To accomplish this, we provide a solid foundation in physical, life, and earth/space science. Students are encouraged and assisted in developing and nurturing the skills of questioning, describing nature, planning and executing investigations, analyzing data, reaching conclusions, and becoming familiar with technology. To allow for individual achievement in each science area, various courses are presented throughout the four years. All classes contain laboratory experiences which enhance the students' understanding of each subject. Students must successfully complete three years or 18 credits in science in more than one area of concentration to fulfill graduation requirements.

5233 College Prep Earth and Space Science (full year)

Prerequisite: None

Earth and Space science is an in-depth study of earth and space. This includes the meteorology, oceanography, geology and astronomy. Each term will be devoted to one of the four parts of earth space science. Meteorology will include studying hurricanes, weather patterns and climate change. Oceanic currents, waves and the geology of the deep ocean are topics that will be studied in Oceanography. Astronomy will include the study of our galaxy, stars and the universe. Plate tectonics, geologic time and minerals will be studied in Geology. Self motivation, ability to work well in groups and independently and an interest in earth and space science are necessary. Students will be exploring the above topics through readings, class discussions, investigations, projects, and labs.

5231 Topics in Biology (full year) (College Prep)

Prerequisite: Successful completion of Freshman Biology

This second year biology course is intended to serve as an extension and expansion of Freshman Biology. It addresses concepts in cellular and molecular biology, genetics, evolution and diversity of organisms, anatomy and physiology, and ecology. This course emphasizes learning, understanding, and use of biological concepts as well as the scientific method. Concepts are introduced through lectures, analyzed during class discussions, and investigated more fully in the laboratory. In addition to the science, labs will stress the importance and development of writing and oral presentation skills.

5110 Accelerated Biology (full year)

Prerequisite: General average of B in all courses

This course is designed for the self-motivated student utilizing laboratory investigations, reading assignments, and group discussions. The student will build a strong foundation in the molecular biological sciences, and biotechnology as it relates to society. Evaluation procedures will emphasize major concepts, communication skills, independent literature searches, and laboratory procedures.

5210 Biology (full year) (College Prep)

This course, through lecture, class discussion and laboratory investigation, enables students to examine all aspects of Biology: structure, function, behavior, environmental relationships and evolution. It concentrates on the laboratory study of cells and activities that enhance the study of genetics, ecology, evolution, and human anatomy/physiology.

5032 Advanced Placement Biology (full year)

Prerequisite: Grade of A/B in both Accelerated Biology and Accelerated Chemistry or recommendation of instructor

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Accelerated Credit is given. Financial aid is available upon proof of need.)

This course prepares students for the AP Biology Exam. Successful completion of this course and the AP Exam may allow a student to receive college credit for a first year biology laboratory course and/or advanced placement within a college science sequence. The material presented builds on concepts covered in previous biology and chemistry courses.

5220 Chemistry (full year) (College Prep)

Prerequisite: Prior or concurrently taking Algebra 1

This course provides both an introduction and a foundation for further study in chemistry by developing curiosity in science and providing for the application of mathematical skills. Those students interested in science but uncertain about future endeavors are advised to select this course in chemistry.

5120 Accelerated Chemistry (full year)

Prerequisite: Prior or concurrently taking Algebra 2 with a B average.

Chemical principle and laboratory techniques are covered at a fast pace to provide students with a solid foundation for college chemistry. (The material will be addressed in a quantitative manner, and therefore math skills are used extensively.) Self-motivation, individual responsibility, discipline and dedication are additional prerequisites for this demanding curriculum.

5230 Physics – A Conceptual Approach (full year) (College Prep)

Prerequisite: None

This course emphasizes the concepts of physics and how they relate to the world around us, rather than mathematically based problem solving. This is done through demonstration, lab work, conceptually based questions, and hands-on projects. This course is designed for students wishing to take a physics course but who do not have a strong math background. It is not designed for students pursuing careers in engineering, science, or medical fields.

5130 Accelerated Physics (full year)

Prerequisite: A minimum grade of B in Algebra 2

This course is a challenging, mathematically based introduction to physics. It provides a systematic approach to the major principles of physics with equal emphasis placed on conceptual understanding as well as problem solving using algebra and trigonometry. The laboratory component is designed to reinforce and enhance the course, providing students with the opportunity to explore physical laws and phenomena themselves rather than relying on theoretical principles alone. Strong mathematical skills, self motivation and discipline are essential for success in this class.

5132 Accelerated Geology: The Study of Earth (full year)

Prerequisites: Grade 11 or 12 and a general average of B in all courses

Geology is the scientific study of the origin, history, and structure of the earth. In this course, students will explore these main concepts of geology such as plate tectonics, global climate change, glaciers, geologic time, the impact of human affairs on Earth's environment and land, and the geologic history of South Hadley. Self motivation, ability to work well in groups, and an interest in geology is necessary as students will be exploring the above topics through long term investigations and projects, labs and readings.

5034 Advanced Placement Chemistry (full year)

Prerequisites: Grade of B in Accelerated Chemistry and recommendation of instructor

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Accelerated Credit is given. Financial aid is available upon proof of need.)

This course is intended for students who have a strong interest in pursuing a college degree in science or engineering. The curriculum is a mathematically based introduction to college level chemistry. Successful completion of this course and the AP exam may allow students to receive college credit. Previous or concurrent enrollment in Physics is strongly recommended. Students will receive the textbook in June and will be expected to complete a summer assignment upon which they will be tested the first week of class.

5232 Environmental Science (full year) (College Prep)

This course will deal with ecological relationships; the balance in the environment; focus on the human effect on the environment such as air and water pollution; and meeting energy needs. This activity-oriented course makes use of the local conservation area. The student will develop a sense of environmental responsibility, and feel empowered to be part of the solution.

5122 Environmental Issues (full year) (Accelerated)

Prerequisites: This course is for juniors and seniors who have completed Biology and Chemistry with a minimum B average.

In this accelerated course, students will learn about aquatics, forestry, soils, wildlife, as well as current environmental issues affecting our world. The student must be prepared to handle a heavy load of reading assignments, be able to memorize many facts, and be ready to perfect presentation skills. This course will emphasize solid knowledge in environmental science as the foundation for team-oriented problem-solving skills that address community environmental issues. The top seven students in the class (five team members and two alternates) will compete at the state Envirothon Competition at the end of the school year. www.maenvirothon.org.

5212 Anatomy and Physiology (full year) (College Prep)

Prerequisites: Students must have passed a Biology course and at least one other science course.

Essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, the mechanisms for maintaining homeostasis, and an overview of all the body systems.

Health and safety, as it relates to personal and public issues, will be explored. Students will be given the opportunity to become certified in CPR, and learn basic first aid skills.

SPECIAL EDUCATION

The special education staff believes that all students can learn at high levels. The purpose of special education is to minimize the effect of the student's disability so that the student can reach his or her full potential.

Every student has a right to fully access the curriculum, standards, be challenged, and be given opportunities to maximize his or her learning and analytical thinking skills. The department emphasizes that collaboration and constant communication among families, students, their teachers, and service providers are essential for their general development.

Special Education Services

Special Education is intended to provide services to students who disabilities and who, because of those disabilities, need specially designed instruction and/or related services in order to make effective progress in the general education program of the school.

Adaptations to teaching and learning styles and classroom climates should be designed and implemented in the general education setting is required by law (under IDEA 2004) before considering a special education referral. In many cases learning problems are not caused by disabilities. A referral for evaluation is appropriate when, despite general education accommodations such as found in the DCAP (District Curriculum Accommodation Plan) and discussions with the school's 'Student Assistance Team', the student is still not making effective progress.

If an evaluation by the school determines that the student has a disability, is not making effective progress, the lack of progress is the result of that disability, and requires specially designed instruction

and/or related services, an Individual Education Plan (IEP) will be developed. If a student has a disability, but does not require specialized instruction, that student is eligible for a 504 Plan.

A Special Education TEAM recommendation is required for entrance into the following programs.

Academic Tutoring (This class may be taken more than once)

In these small group sessions, students work individually or with others on assigned class work, homework, or make-up work from other academic classes. The main focus of the course is to develop successful organization and study skills within the context of the student's regular course work. Students may also use this time to have concepts and skills from other their other courses re-taught and reinforced. Students enrolled in this course are expected to use this class in order to achieve in their other courses.

Alternate Standard Courses (Core)

In order to enroll in an 'Alternate Standard' course, students must qualify for special education services. In addition, students must demonstrate the need for specialized instruction within the content area. Before enrolling in these courses, the student's special education team must determine that the student will be unable to achieve in the general education setting and requires a more restrictive setting. Students enrolled in these courses require a modified curriculum that emphasizes the essential skills and concepts.

Core Alternate Standard English (9-12)

Students will be actively engaged in developing critical reading skills, writing skills, and oral language and listening skills. Emphasis will not only be on different types of literature, but also on the application of skills to demonstrate and to communicate across the high school spectrum. In addition, students will learn and develop active reading skills that will allow them to make more meaningful connections to what they read. Preparation for the Grade 10 MCAS English Language Arts Test will be emphasized throughout the year in both Alternate Standard English 9 & 10.

Core Alternate Standard Math (9-12)

This course will reinforce the basic skills needed to prepare students to succeed in algebra. Topics that will be covered will include: simplifying expressions, solving linear equations and inequalities, working with functions, and solving systems of equations.

Reading Workshop

Reading Workshop is a course designed specifically for students who need explicit instruction in decoding, word-attack skills, and fluency. Readers progress through a highly structured, research-based program to build their phonemic awareness and accelerate them through reading levels. Each level is mastered before moving forward in the curriculum. This is a year-long course. Students must be on IEPs to take this course and may not join later than two weeks after the start date, as it relies on accumulating skills as a collective group.

Other Services

From time to time, students require other services not listed above. These services could include adjustment counseling, modifications in the classroom, homework/performance-monitoring, after school programs, etc. These services are fully explained at TEAM meetings or can be discussed with the Department Chair for Special Education or any Special Education staff member.

OTHER COURSES

Virtual High School Courses (Open to Grades 10, 11, 12 Participation is limited to the number of slots available) (www.govhs.org)

The Virtual High School (VHS) Project is a collaborative of high schools from around the country offering web-based distance learning courses. Students in 10th, 11th and 12th grades have the option of selecting a VHS course whereby they select from a wide range of VHS offerings, enroll in their selected course, and complete all work online. For more information about VHS and the course offerings available, you can go to www.govhs.org. VHS courses are very rigorous, requiring a great deal of time, effort and self-discipline. Students must be highly motivated, have the ability to work independently, possess good communication skills, and be able to meet deadlines.

- Students need computer and web experience
- Courses chosen cannot be those offered at South Hadley High School except if an irresolvable conflict exists with the student's schedule
- These are rigorous courses that require a great deal of time, effort and self-discipline
- These courses are given high school/subject credit for graduation and are recorded as part of the permanent transcript
- There are only a limited number of "seats" per semester
- Registration is based on a completed interest form, an agreement signed by both parent and student, counselor recommendation, past educational performance review, and course availability
- Students will be allowed only one VHS course per semester

Students who are interested in registering for a VHS course should see their guidance counselor for an enrollment application. A VHS course list and description booklet is available online at www.govhs.org. Students should make their selection as early as possible as there are only a limited number of spots available each semester.

9206/9207 Directed Study (half year, NO CREDIT) (This option may be taken more than once.) (Open to 10th, 11th, 12th Grade Students)

The Directed Study option provides a quiet, study-centered place for students to study during the school day. While no credit is granted for this option, students are expected to bring work to each Directed Study session and work through the entire period. Academic support will be available from the Directed Study teacher.

Independent Study (half year)

On rare occasion, there is that student who has such a deep passion for studying a particular subject only to find that the subject is not available at South Hadley High School, through an online course, or available at local colleges. In this unusual instance, the student may apply to the principal to take an independent study. The student must demonstrate in his/her proposal significant evidence of his/her passion for the subject and have a clear and detailed proposal for study, including outcomes, activities, and assessments. All proposals are subject to the approval of the principal, department chair, and guidance director. If approved, the administration will assign a teacher to supervise the independent study work.