

Reading Memorial High School

2020-2021

Program of Studies



READING MEMORIAL HIGH SCHOOL

781-944-8200

ADMINISTRATION

Kathleen Boynton, Principal
Craig Murray, Assistant Principal
Jessica Theriault, Assistant Principal
Thomas Zaya, Assistant Principal for Athletics & Student Activities

DEPARTMENT CHAIRS

| | |
|--------------------|------------------------|
| Joanne Alvarez | World Language |
| Adam Blaustein | Special Education |
| James DeBenedictis | Social Studies |
| Katherine Fiorello | Health & Wellness |
| Melissa Forbes | Special Education |
| Mary Anne Lynn | Science |
| Anna Wentlent | Fine & Performing Arts |
| Allyson Williams | Mathematics & Business |
| Audra Williams | English |

GUIDANCE DEPARTMENT

781-942-9135

Director of Guidance

Lynna Williams

Guidance Counselors

Lauren Gablinske
Jennifer Keaney
Maura Keefe
Steve Kennedy
Ryan Sacco

For alphabetical student assignments for each counselor please refer to the RMHS Guidance webpage at:
<http://www.reading.k12.ma.us/memorial/departments/guidance/>

Cover Art: "Mountains" by RMHS Student Brooke Golden, Class of 2022

TABLE OF CONTENTS

| <u>Item</u> | <u>Page</u> |
|---------------------------------------|--------------------|
| Course Selection | 4 |
| Promotion Requirements | 4 |
| Graduation Requirements | 5 |
| Scheduling Requirements | 5 |
| Homework Guidelines | 6 |
| Course Change Policy | 6 |
| Levels of Instruction | 7 |
| Grade Point Averages | 8 |
| English | 9 |
| Social Studies | 12 |
| Mathematics | 17 |
| Science | 24 |
| World Language | 27 |
| Business & Technology | 32 |
| Fine & Performing Arts | 35 |
| Health & Wellness Education | 43 |
| Special Education | 45 |
| Unique Course Offerings & Internships | 46 |

COURSE SELECTION

Students at RMHS are required to schedule 6 classes plus Wellness (Physical Education). Of the 6 classes, at least 4 classes typically should be chosen from the departments of English, Mathematics, Social Studies, Science and World Language to meet graduation requirements.

To successfully choose a program for each succeeding year, students must:

1. Know the requirements for graduation.
2. Have a plan for completing these requirements and earning credit toward graduation.
3. Read course descriptions and note recommended requisite skills.
4. Choose courses that connect to academic or occupational goals and interests.
5. Consult with guidance counselors and subject teachers who know student learning styles.
6. Seek the advice and approval of parents in making course decisions.

As students progress through high school, they become both educated and well-rounded through a variety of learning experiences as they prepare for the future. College admissions officers stress the importance of a student with a balanced program and an interest in co-curricular activities as well as a solid academic record. Employers also prefer an employee with transferable skills and broader interests who can see an integrated whole.

In addition to the required academic courses, elective courses of study in a variety of curricular areas, such as business, performing arts, visual arts, and technology, are offered at RMHS and help students to better understand the greater world around them as they prepare for the challenges of postsecondary study and the 21st century workplace. All RMHS students are encouraged take courses to broaden their experiences and pursue specific interests.

PROMOTION REQUIREMENTS

In order for a student to be promoted and be on target for graduation with his/her class, the following credits must be earned.

| | |
|----------------------|--|
| Grade 9→Grade 10 | Earn at least 18 credits. Most students earn 25 credits or more by the end of grade 9. |
| Grade 10→Grade 11 | Earn at least 40 credits. Most students earn 50 credits or more by the end of grade 10. |
| Grade 11→Grade 12 | Earn at least 65 credits. Most students earn 75 credits or more by the end of grade 11. |
| Grade 12→ Graduation | Earn at least 90 credits to graduate. <u>ALL SENIORS MUST EARN AT LEAST 19 CREDITS DURING 12TH GRADE IN ORDER TO GRADUATE.</u> |

GRADUATION REQUIREMENTS

The curriculum includes a combination of required and elective courses to meet the needs and interests of all students. Instruction is provided at a variety of levels in major academic courses. Placement is based on teacher, counselor, and parent recommendations.

- Students must earn a minimum of 90 credits and pass all required courses to earn a Reading Memorial High School diploma.
- Full year courses offer 4 credits. Semester courses run for a half year, or 2 quarters, and earn 2 credits.
- All students must also pass MCAS tests in English Language Arts, Mathematics, and Science in order to graduate.
- Grade 12 students must carry 23 credits and **EARN A MINIMUM OF 19 CREDITS IN THEIR SENIOR YEAR IN ORDER TO GRADUATE.**

Certain graduation requirements may be waived under extreme circumstances. Both types of exceptions require principal approval.

| | |
|-------------------------------|--|
| English | 4 years |
| World Language | 2 years |
| Mathematics | 3 years |
| Science | 3 years |
| Social Studies | 3 years |
| Business & Technology | 2 semesters |
| Fine Arts | 2 semesters |
| Wellness (Physical Education) | 4 semesters (1 semester each year) |
| Intro to Health | 1 semester (3 times per cycle) in Grade 9 |
| Health Issues | 1 semester (3 times per cycle) in Grade 11 |

SCHEDULING REQUIREMENTS

All students in grades 9 - 11 must be scheduled for a minimum of 24 credits each school year. Seniors may carry 23 credits if they are meeting all graduation requirements.

HOMEWORK GUIDELINES

Homework is assigned as necessary preparation for class and a complement to daily instruction by providing students the chance to apply the skills and knowledge acquired in the classroom. Both long and short-term assignments are assigned regularly to afford students the opportunity to synthesize significant classroom ideas derived from class discussion, lecture notes, laboratory experiments, group activities, project presentations, and writing assignments. Homework takes a variety of forms; assignments may be, but are not limited to, paper and pencil tasks, reading, writing, online discussions, or project-based activities.

Homework assignments may be short term and prescriptive, providing tasks to be completed on a specific timetable, or more open-ended, with a specific deadline but with the expectation that students will budget their time and prioritize their responsibilities, thereby fostering students' ability to succeed independently and on a deadline. The habits of mind of initiative, perseverance, and personal responsibility are critical skills necessary for success both in school and after graduation.

- Students are expected to possess an agenda or assignment book where they record their homework assignments. Typically, the PTO provides agenda books for students at the beginning of the year.
- Students should expect assignments to be completed beyond the classroom regularly and budget time and activities accordingly.
- Students are always encouraged to seek out their teacher's assistance when they have questions or encounter difficulty.

COURSE CHANGE POLICY

Students should choose courses, including alternates, carefully and wisely at course selection time. As some popular elective courses fill quickly, students are asked to designate alternate course options. Alternates will be chosen for those who do not designate alternative options. Please be aware that students will be expected to fulfill the commitments made when the course selection sheet is submitted. No change in courses will be allowed once the school year begins unless there are extenuating circumstances as detailed below. This rule applies to the beginning of second semester as well.

There are three exceptions to this policy. A course change may be made if:

- A recommendation for a level change is made in writing by a teacher, department chair and guidance counselor after the student has attempted to fulfill course demands and has sought help
- A course change is necessary for a grade 12 student to fulfill a graduation requirement
- An error has been made entering a student's course choices

LEVELS OF INSTRUCTION

Reading Memorial High School is in the process of restructuring course levels and the corresponding descriptions and expectations for student performance, levels of independence vs. support, rigor, pacing, and homework. Please refer to the individual course descriptions for more information about the courses you or your student are interested in taking. For questions about a particular course or course sequence, please contact the department chair.

COURSE LEVELS

College Preparatory: These are demanding college preparatory courses in which students will work with increasing independence on inquiry, problem solving, critical thinking, and reading and writing within each content area. The courses often feature more structured instruction, and in some cases offer co-teaching to allow for more individualized attention. These courses provide a strong foundation to build skills and independence in each field.

Honors: These are more rigorous college preparatory course in which materials taught are at an accelerated pace. Students are expected to work more independently on inquiry, problem solving, critical thinking, and reading and writing within each content area. These courses provide a strong foundation for future studies in each field.

Advanced Placement: These courses are conducted at a standard comparable to college work. Courses are rigorous and materials taught are at an accelerated pace and greater depth. Students work independently on inquiry, problem solving, critical thinking, and reading and writing within each content area. Teacher recommendations and/or departmental approval may be required prior to enrollment.

GRADE POINT AVERAGES

RMHS calculates two different grade point averages, one weighted and one unweighted. The Unweighted Grade Point Average (UGPA) uses all of a student's grades and all courses are assigned values using the standard weighting. The RMHS secondary school record reports a Weighted Grade Point Average (WGPA) to report academic performance to post-secondary institutions.

- Only courses taken during the school day at RMHS are included in the calculation of WGPA. Credit towards graduation may be awarded for courses taken at other high schools, summer school, night school, colleges, etc., but those courses are NOT included in the calculation of WGPA. Exceptions may be made for a student who has exhausted a sequential program of courses offered at RMHS.
- WGPA and UGPA are cumulative and uses semester grades for their calculations.
- Courses taken on a Pass/Fail basis will be awarded credits but are not included in the calculation of UGPA or WGPA.
- Most elective courses (such as those in business, art, music, and technology) are not included in the calculation of the WGPA.
- Courses are weighted according to their level of rigor and the corresponding weighting are as follows:

| Grade | Advanced Placement | Honors | Standard Weighting |
|-----------|--------------------|------------|--------------------|
| A+ | 5.3 | 4.8 | 4.3 |
| A | 5.0 | 4.5 | 4.0 |
| A- | 4.7 | 4.2 | 3.7 |
| B+ | 4.3 | 3.8 | 3.3 |
| B | 4.0 | 3.5 | 3.0 |
| B- | 3.7 | 3.2 | 2.7 |
| C+ | 3.3 | 2.8 | 2.3 |
| C | 3.0 | 2.5 | 2.0 |
| C- | 2.7 | 2.2 | 1.7 |
| D+ | 2.3 | 1.8 | 1.3 |
| D | 2.0 | 1.5 | 1.0 |
| D- | 1.7 | 1.2 | 0.7 |
| F | 0 | 0 | 0 |

ENGLISH

In the English classrooms of RMHS, students examine the beauty, power, and potential of the English language. The primary means of accomplishing this is through the study of literature, the art of written expression. The best literature--whether prose, poetry, or drama—offers students new insights into the human condition. It leads them to a fuller understanding of themselves and those around them. It emphasizes complexity over simplicity and, as such, encourages students to value depth over superficiality when it comes to analysis and creativity.

Additionally, the English classroom is where students learn to give voice to their ideas and observations. It is here that students are given the opportunity to refine their analytical, expository, and creative expression. In this way, the English Department provides students with tools of scholarship that will aid them beyond the English classroom and beyond high school.

| Pathway | 9 th Grade | 10 th Grade | 11 th Grade Options | 12 th Grade Options |
|----------|-----------------------|------------------------|---|--|
| Required | English 9 | English 10 | English 11 or AP Language & Composition | (Pick 2) Film & Literature Diverse Voices Story Writing Poetry Journalism Horror & Fear in Literature or AP Literature (Full Year) |

- Students should note the following as they plan their schedule: Students are required to pass 4 years of English. All English courses represent 2 credits per semester.
- **Honors** courses are for highly motivated students with advanced skills and a special interest in English. For a detailed profile of an honors student, see the **Levels of Instruction** section of this course selection guide.
- **College Preparatory** courses are for students whose English language skills are average to strong. These courses are appropriate for students who plan to attend a four-year college after high school.

011 Honors English 9: Perspectives

Length: Full Year

Credits: 4

This full-year course is for students who have demonstrated advanced reading and writing skills in middle school. Understanding of abstract concepts and the ability to apply inferential thinking to literature are requirements of this class. Through the study of various literary forms, students consider the complexity of the human condition, as well as the many factors that lead people to see the world through different perspectives. An emphasis on analytical and persuasive writing will prepare students to articulate their own perspective in a clear and cogent manner.

012 English 9: Perspectives

Length: Full Year

Credits: 4

This full-year course is divided into two components: literature and composition. Through the study of various literary forms, students consider the many factors that make one individual's perspective different from another's. Additionally, students pursue an understanding of inferential thinking and how it is applied to literature. An emphasis on analytical and persuasive writing will prepare students to articulate their own perspective in a clear and cogent manner.

060 Honors Poetry**Length: Semester****Credits: 2****061 Poetry****Length: Semester****Credits: 2**

Focusing closely on the craft of poetry, students will leave this course with an enjoyment and appreciation of this ancient art. In this course, students will explore poets and poems from various poetic movements. Through explications and their own creative compositions of poetry, students will identify poetic devices and examine how structure mirrors content. Finally, students will read, identify, analyze, and write poems, which may include some of the following: sonnets, sestinas, villanelles, pantoums, ballads, narratives, odes and open forms.

062 Honors Diverse Voices**Length: Semester****Credits: 2****063 Diverse Voices****Length: Semester****Credits: 2**

Diverse Voices examines marginal voices in literature "to include but not limited to LGBTQIA, Native, people of color, gender diversity, people with disabilities and ethnic, cultural, and religious minorities" (weneeddiversebooks.org). Students will explore issues of access to power through a variety of works from diverse writers with the goal of understanding how and why these voices deserve to be heard and not pushed to the margins of society. Through the study of various genres, students will consider the personal and political implications of differing perspectives. Diverse Voices also contains some social justice goals due to the nature of course materials, objectives, and the belief that celebrating stories and writers of all backgrounds can lead to a more accepting and inclusive society.

064 Honors Film and Literature**Length: Semester****Credits: 2****065 Film and Literature****Length: Semester****Credits: 2**

In only a century, films have evolved from straightforward recordings of events to complex forms of art and communication. In this challenging course, students will go beyond viewing films as mere sources of entertainment and explore how to analyze films for meaning. Students will read source novels, scripts, stories, and critical reviews and analyses of films to gain a deeper understanding of how a film works as a narrative. The critical thinking skills that students have developed in three years of literature study will be now applied to a multi-modal medium that demands quick processing and full attention to appreciate. Students will be expected to write a variety of analytical works about the films they view in class.

068 Honors Story Writing**Length: Semester****Credits: 2****069 Story Writing****Length: Semester****Credits: 2**

Story writing is a writing-intensive class for students who wish to explore narrative from an author's perspective. Students will write their own scenes and stories. Through the reading of short fiction, memoir, and essays on craft, students will gain a deeper understanding and appreciation for narrative. Fueled by imagination, experience and observation, students will engage in the writing process. Writing prompts will inspire creativity and help students develop ideas. Students will produce drafts, conduct peer workshops, and provide one another with constructive and informed feedback. Students will need to be highly engaged and willing to write and revise. Drafts, revisions and peer workshops will also be a major component of this class. Secondary texts include Ann LaMott's *Bird by Bird* and recent editions of Best American Short Stories.

072 Honors Journalism**Length: Semester****Credits: 2****073 Journalism****Length: Semester****Credits: 2**

In this semester-long course, students will become familiar with various styles of journalistic writing. The course emphasizes the importance of differentiating fact from opinion and truth from propaganda. Students will develop an understanding of the First Amendment and use critical thinking skills as they survey a variety of radio, print, and broadcast journalism. Students will evaluate sources and recognize bias in reporting and in the media. As they develop journalistic skills and demonstrate competence by conducting interviews, investigating stories, and publishing their own work, students will play the role of journalists and be encouraged to submit original articles to *The Orbit*.

078 Honors Horror & Fear in Literature**Length: Semester****Credits: 2****079 Horror & Fear in Literature****Length: Semester****Credits: 2**

This semester-long course explores the origins and evolution of horror in literature and other media. Students will consider how universal fears shape the stories we tell to warn and delight. Beginning with a study of various legends and myths, students will explore how horror transcends and permeates culture. Students will study supernatural and psychological horror in addition to classic mystery and true crime.

SOCIAL STUDIES

Humans are social beings; in order to succeed in a global society, we must learn how to get along with other people. If we are going to know how to get along with others, it is vital that we understand them. This is true for our immediate neighbors and for those who inhabit countries on the other side of the globe. The disciplines of Social Studies offer a means of inquiry into the questions of Human Identity: Who are we? How do we govern ourselves? How are we similar to or different from other peoples? How did we come to be the way we are? What rights do we enjoy and what responsibilities must we bear? And, most importantly: How can we make things better in the years ahead? The Social Studies Department offers a variety of courses that address these fascinating questions. Students are required to take History 9, History 10 and History 11 in their first three years at RMHS. We also offer a wide array of challenging and relevant electives that we encourage everyone to take.

| Pathway | 9 th Grade Options | 10 th Grade Options | 11 th Grade Options | 12 th Grade Options |
|----------------------------|-------------------------------|--------------------------------|--|---|
| Required 1 | History 9 | History 10 | History 11 | |
| Required 2 | History 9 | History 10 | AP US History (With Summer Edgenuity Online Course Required) | |
| Semester Electives | | | Law Psychology Social Media | Law Psychology Social Media WW2 European WW2 Pacific Field Seminar |
| Full Year Electives | | | Facing History | AP US History AP Euro History AP US Government Honors World Issues Facing History Epidemic Disease |

Required Courses:

Students MUST PASS all required courses. These courses must be passed in sequence.

111 Honors History 9

Length: Full Year

Credits: 4

This course will integrate the study of world and United States history from 1400 to 1800. The trends within American and world history will be examined with a particular emphasis on the connections in history. Areas of investigation include reasoning, artistic expression, systems of government, literary movements, and other academic disciplines. Students will be able to handle abstract concepts and analyze and synthesize information. This course places a special focus on historical thinking and literacy skills such as primary and secondary source analysis, analytical writing supported with relevant historical evidence, as well as an introduction to the research process. History 9 will be the first year of a three-year required history program.

112 History 9**Length: Full Year****Credits: 4**

This course will integrate the study of world and United States history from 1400 to 1800. The trends within American and world history will be examined with a particular emphasis on the connections in history. Areas of investigation include reasoning, artistic expression, systems of government, literary movements, and other academic disciplines. Students will be able to handle abstract concepts and analyze and synthesize information. This course places a special focus on historical thinking and literacy skills such as primary and secondary source analysis, analytical writing supported with relevant historical evidence, as well as an introduction to the research process. History 9 will be the first year of a three-year required history program.

121 Honors History 10**Length: Full Year****Credits: 4**

Suggested Prerequisite: Grade 9 teacher recommendation and pass History 9 with at least a B average

This course will be a continuation of History 9. It will integrate the study of world and United States history from 1800 to 1900. The trends within United States and world history will be examined with particular emphasis on the connections in history. The impact of geography on history will also be a component of the course. Sophisticated analysis and interpretation are consistently required of students. There is extensive reading and writing required. This course continues to build upon the literacy skills introduced in History 9 such as primary and secondary source analysis, analytical writing supported with relevant historical evidence, as well as the complete implementation of the research process. This course will be the second year of a three-year required history program.

122 History 10**Length: Full Year****Credits: 4**

Required Prerequisite: Passing grade in History 9

This course will be a continuation of History 9. It will integrate the study of world and United States history from 1800 to 1900. The trends within United States and world history will be examined with particular emphasis on the connections in history. The impact of geography on history will also be a component of the course. Sophisticated analysis and interpretation are consistently required of students. There is extensive reading and writing required. This course continues to build upon the literacy skills introduced in History 9 such as primary and secondary source analysis, analytical writing supported with relevant historical evidence, as well as the complete implementation of the research process. This course will be the second year of a three-year required history program.

131 Honors History 11**Length: Full Year****Credits: 4**

Suggested Prerequisite: Grade 10 teacher recommendation and passed History 10 with at least a B average

This course will be a continuation of History 9 and 10. It will integrate the study of world and United States history from 1900 to the present. The trends within United States and world history will be examined with particular emphasis on the connections in history. The relevant social, political, and economic developments will be examined. The impact of geography on history will also be a component of the course. This course continues to refine and improve upon the literacy skills introduced earlier with a strong focus on primary and secondary source analysis, persuasive as well as informative writing supported with relevant historical evidence, and the complete implementation of the research process. All students enrolled in this course are required to complete a research paper/project. This course will be the third year of a three-year required history program.

132 History 11**Length: Full Year****Credits: 4**

Required Prerequisite: Passing grade in History 10

This course will be a continuation of History 9 and 10. It will integrate the study of world and United States history from 1900 to the present. The trends within United States and world history will be examined with particular emphasis on the connections in history. The relevant social, political, and economic developments will be examined. The impact of geography on history will also be a component of the course. This course continues to refine and improve upon the literacy skills introduced earlier with a strong focus on primary and secondary source analysis, persuasive as well as informative writing supported with relevant historical evidence, and the complete implementation of the research process. All students enrolled in this course are required to complete a research paper/project. This course will be the third year of a three-year required history program.

Electives:

130 AP US History

Length: Full Year

Credits: 4

Required Prerequisites for incoming Juniors: B+ or greater in Honors History 10 or A- in History 10, Teacher recommendation, and completion of on-line World History Edgenuity summer course by August 21, 2020.

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. All students taking the course will be strongly encouraged to take the AP US History examination in the spring. **Open to juniors and seniors. (Note: for juniors taking AP US History in place of the required History 11 course, students will need to complete the online world history course during the summer before their junior year begins.)**

141 Honors World Issues

Length: Full Year

Credits: 4

Students will study the major problems facing the world and the United States today. Issues such as economic crisis, war, environmental changes, global and domestic political discourse and the distribution of the world's resources will be examined. Students will study these problems in relation to the geographic, political, economic, and social structure of the world today. The course will be taught with a seminar approach, utilizing case studies to generate debate. Greater responsibility will be placed on students to research and present information to the other students. Students will examine the possible future impact of problems and alternative solutions to these problems. A major objective of the course will be to have students apply their knowledge to active problem-solving. **This class is a full year elective open to seniors only.**

144 AP European History

Length: Full Year

Credits: 4

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Students are strongly encouraged to take the AP European History exam in the spring. **Open to Seniors.**

145 AP Government and Politics

Length: Full Year

Credits: 4

Required Prerequisites: teacher recommendation.

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. This course is equivalent to an introductory college-level political science course. All students taking the course will be strongly encouraged to take the AP Government and Politics examination in the spring. **Open to Seniors.**

153 Social Studies Field Seminar (Fall Semester)

Length: Semester

Credits: 2

154 Social Studies Field Seminar (Spring Semester)

Length: Semester

Credits: 2

The field seminar program provides the RMHS student a chance to investigate a future career in elementary education or early childhood care. The interested student must demonstrate a past history of responsible behavior and is interviewed prior to enrollment. Each student will be placed with a teacher in

and the value of our participation as American and global citizens. This course was designed for the student with a genuine interest in the study of history and human behavior. **Open to Juniors and Seniors.**

173 Democracy in the Age of Social Media

Length: Semester

Credits: 2

We consume more media than at any time in history, but research show that we need help discerning real news from fake news, advertisements from articles, and what is important vs. what is simply trending. Yet an informed citizenry is crucial for a healthy democracy. In this class we will look at media in all forms -- Twitter, FB, and Instagram, as well as traditional TV and print media -- and engage thoughtfully with how information operates both in our lives, in our democracy, and globally. We will learn how to figure out who's telling the truth and who is likely not. We will look thoughtfully at the ways race, class and gender influence point of view and how media intentionally distorts reality. We will learn how to manage our own media to control our digital footprint. This course will help you hone the research skills and habits expected in college and necessary in life and--hopefully--will make you question everything. **Open to Juniors and Seniors.**

328 Honors History and Science of Epidemic Disease: The Black Death to H1N1 Flu

329 History and Science of Epidemic Disease: The Black Death to H1N1 Flu

Length: Full Year

Credits: 4

Required Prerequisites: Passing Grade in Strong College Preparatory or Honors Biology

How has disease influenced human history? How has human history influenced disease? How have people perceived, experienced, and coped with disease? This is a multi-disciplinary elective which will examine the interactions and interrelationships of disease, healers, and patients in an historical context and develop a basic understanding of the biological mechanisms of infectious disease. The course will study the connections between epidemic disease, history, politics, and public health. It will present an overview of medicine and disease from the Middle Ages through modern western civilization. Social, cultural, and biological perspectives of disease will be addressed at the local, national, and international levels. The class will be a project-based learning course with a strong emphasis on research, reading, writing, technology, labs, lectures, and discussions. This course can be taken at an honors or strong college-preparatory level. Honors weighting will be designated for students who successfully complete additional coursework. **Open to Seniors.**

MATHEMATICS

The goal of the RMHS Mathematics Department is to help students of all abilities and learning styles reach their potential in a supportive, academically-focused environment. Therefore, we offer a comprehensive four-year sequence of rigorous courses for all students that are aligned with the Massachusetts Frameworks for Mathematics. This curriculum is designed for both college-bound and career-bound students and builds upon the Eight Standards for Mathematical Practice: Students will (1) make sense of problems and persevere in solving them, (2) reason abstractly and quantitatively, (3) construct viable arguments and critique the reasoning of others, (4) model with mathematics, (5) use appropriate tools strategically, (6) attend to precision, (7) look for and make use of structure, and (8) look for and express regularity in repeated reasoning. A more detailed explanation of these standards can be found at <http://www.corestandards.org/Math/Practice/>. All students, regardless of future educational plans, are required to pass three full years of mathematics, yet we urge all students to elect mathematics courses all four years.

Graphing Calculator Recommendation

The use of technology is an integral part of math instruction at RMHS. Graphing calculators are powerful tools that enable students to visualize, interpret, analyze, and solve problems more easily and with better understanding. These calculators offer a great advantage to those students who are serious about their mathematics education. The RMHS Math Department strongly recommends that every student who elects any level of Algebra I, Algebra II, Algebra III, Pre-Calculus, Statistics, Trigonometry or Calculus should purchase his/her own graphing calculator for use in class, on homework, on exams such as MCAS, SAT I, SAT II, APs, and in future courses. If you have any questions about this recommendation, please see the Math Department Chair or any math teacher.

Course Level Recommendations

In general, students who are in Honors should maintain an average of B or better to continue onto the next sequential Honors course. Students in SCP should maintain an average of C or better to continue onto the next sequential SCP course. All course selections should be discussed with the student's current math teacher and need the teacher's approval.

Math Course Offerings

The pathways shown below are for students in the Class of 2023 and beyond and include instruction at Advanced Placement, Honors, and standard levels. **The pathways indicate suggested sequences as well as some optional acceleration pathways for students who desire a STEM career pathway and want to take calculus as a senior but who did not take Algebra 1 in 8th grade. Students who are interested in accelerating should discuss their options with the Math Department Head and their guidance counselor.**

| | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--------------------------------|-----------------------|-------------------------------------|---|--|
| Suggested Pathways | Algebra 1 | Geometry | Algebra 2 or Foundations of Algebra 2 | Financial Algebra or Functions, Statistics, and Trigonometry or Intro to Calculus (Additional Elective: AP Statistics) |
| | Honors Algebra 1 | Honors Geometry | Honors Algebra 2 | Honors Precalculus (Additional Elective: AP Statistics) |
| | Honors Geometry | Honors Algebra 2 | Honors Precalculus | AP Calculus AB or AP Calculus BC and/or AP Statistics |
| Optional Acceleration Pathways | Honors Algebra 1 | Geometry and Honors Algebra 2 | Honors Precalculus | AP Calculus AB or AP Calculus BC and/or AP Statistics |
| | Honors Algebra 1* | Honors Algebra 2* | Honors Precalculus | AP Calculus AB or AP Calculus BC and/or AP Statistics |

*Students must take a summer geometry course that is approved by the RMHS math department to accelerate from Honors Algebra 1 to Honors Algebra 2.

The following pathways are for the Class of 2021 and 2022 who did not have the acceleration options offered to the successors.

| | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|---------------|-----------------------|------------------------|--|-------------------------------|
| Class of 2021 | Honors Algebra 1 | Honors Geometry | Honors Algebra 2 | AP Calculus AB |
| Class of 2022 | Honors Algebra 1 | Honors Geometry | Honors Algebra 2 and Honors Analytic Trigonometry (one semester) | Calculus Or AP Calculus AB |

211 Honors Algebra I**Length: Full Year****Credits: 4**

This fast-paced course is a comprehensive study of the foundations of Algebra and functions. This course is aligned with the Massachusetts Frameworks for Mathematics and will cover all Algebra standards (including those marked with a +). Topics will include solving equations, relation/function concepts, linear functions, systems of functions, exponential functions, quadratic functions, radicals, factoring, and graphing techniques will be covered. Problem-solving and analysis using graphing calculators are integral components of this course. Students are urged to purchase their own graphing calculators for use in this and future courses.

212 Algebra I**Length: Full Year****Credits: 4**

This course completes the study of Algebra I that students began in course Grade 8 Math. Topics of study include ratios and proportions, graphs and functions, linear equations and inequalities, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic equations and functions, and radical expressions and equations. Students are urged to purchase their own Graphing Calculator for use in this and future courses.

221 Honors Geometry**Length: Full Year****Credits: 4**

This course develops an understanding of the laws of logical reasoning through a study of 2- and 3-dimensional objects. Concepts studied include symmetry, congruence, similarity, coordinate geometry, logic, constructions, right triangle trigonometry, Law of Sines & Cosines, transformations, polygons, circles, solids, area, and volume. Algebraic methods of proof are emphasized.

222 Geometry**Length: Full Year****Credits: 4**

This course is a comprehensive study of geometry including the concepts of symmetry, congruence, similarity, coordinate geometry, constructions, perpendicularity, parallelism, transformations, polygons, circles, solids, area, and volume. Both direct and indirect methods of proof are emphasized.

231 Honors Algebra II**Length: Full Year****Credits: 4**

This course extends the understanding of the real number system and develops the complex number system. Topics studied include linear functions, systems of equations and inequalities, using matrices, quadratic functions, complex numbers, logarithmic and exponential functions, conic sections, polynomial functions, rational and irrational functions, and sequences and series. Problem-solving and analysis using Graphing Calculators are integral components of this course. Students are urged to purchase their own Graphing Calculators for use in this and future courses.

232 Algebra II**Length: Full Year****Credits: 4**

This course includes a brief review of first year algebra skills followed by topics on exponents, radicals, logarithms, equation solving, relation/function concepts, graphing techniques, conics, sequence, simplification, factoring, and the study of the real/complex number systems. Problem-solving and analysis using Graphing Calculators are integral components of this course. Students are urged to purchase their own Graphing Calculators for use in this and future courses.

234 Foundations of Algebra II**Length: Full Year****Credits: 4**

This course reviews first year algebra skills and then expands the study of the real and complex number systems. Topics covered include exponents, radicals, and logarithms, manipulation of algebraic expressions, factoring, equation solution, graphing, function concepts, conics, and sequences. Problem-solving and analysis using Graphing Calculators are integral components of this course. Students are urged to purchase their own Graphing Calculators for use in this and future courses.

244 Functions, Statistics, and Trigonometry**Length: Full Year****Credits: 4**

Students will continue with the mathematics that was introduced in algebra, geometry, and advanced algebra. This course emphasizes functional expressions; especially linear, quadratic, power, logarithmic, and root functions and how to manipulate them. There will be a heavy trigonometry component where we study the circular functions that began in geometry and advanced algebra and apply them to real-world situations. The course will also introduce statistical properties such as measures, probability, simulation, and distributions, including binomial and normal distributions.

240 Honors Pre-Calculus**Length: Full Year****Credits: 4**

This course prepares students for the study of calculus. Included is the study of polynomial, trigonometric, rational, exponential, and logarithmic functions; the conic sections as well as other relations in both the Cartesian (as parametric functions), and Polar coordinate systems; as well as an introduction to limits and continuity. Problem-solving and analysis using numerical, algebraic, and graphical methods will be stressed. Graphing Calculators are integral components of this course and students are urged to have their own Graphing Calculators for use in this and future courses.

241 AP Calculus AB**Length: Full Year****Credits: 4**

This course studies the limits of functions: the definition, computation, and application of derivatives and integrals: the calculus of logarithmic, exponential, and circular functions and other more advanced topics as time allows and covers the AP Calculus AB syllabus for the College Board Advanced Placement examination. Students are encouraged to take the AP exam in May to qualify for credit and/or advanced placement in college. The AP Exam requires use of a Graphing Calculator. Students are urged to purchase their own Graphing Calculators for use in this and future courses.

242 AP Calculus BC**Length: Full Year****Credits: 4**

AP Calculus BC is a course in the calculus of functions of a single variable. It includes all topics covered in AP Calculus AB plus these additional topics: Polar and Vector Functions, Computation and Application of First and Second Derivatives, Interpretation and Application of Integrals and Antidifferentiation, and Polynomial Approximation and Series. This course covers the AP Calculus BC syllabus for the College Board Advanced Placement Examination. Students are encouraged to take the AP Exam in May to qualify for credit and/or advanced placement in college. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB. The AP Exam requires the use of a Graphing Calculator. Students are urged to purchase their own Graphic Calculators for use in this and future courses.

245 Introduction to Calculus**Length: Full Year****Credits: 4**

This course includes the study of polynomial, trigonometric, rational, exponential, and logarithmic functions. Topics in trigonometry include the circular functions, trigonometric identities, radian measure, graphs of trigonometric functions, solving equations. Topics of differential calculus include limits, formal definition of a derivative, and rules of differentiation. Problem solving and analysis using graphing calculators are integral components of this course.

246 Calculus**Length: Full Year****Credits: 4**

This is a year-long, non-AP course in Calculus. It is intended for students who have a strong knowledge of college preparatory mathematics through Pre-Calculus. The course covers the definition, computation, and application of derivatives and integrals. Functions studied include polynomial, rational, trigonometric, logarithmic, and exponential. Students are urged to purchase their own Graphing Calculators for use in this and future courses.

248 Honors Analytic Trigonometry**Length: Semester****Credits: 2**

This course introduces the student to topics in trigonometry including the trigonometry of triangles, trigonometric identities, radian measure, inverse trigonometric functions, solving trigonometric equations, and graphs and transformations of the six trigonometric functions. This course will emphasize the use of trigonometric functions in modeling scientific properties and methods. This course will help prepare students for a full year Calculus course.

251 AP Statistics**Length: Full Year****Credits: 4**

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Describing patterns and departures from patterns; 2) Sampling and Experimentation: Planning and conducting a study; 3) Anticipating Patterns: Exploring random phenomena using probability and simulation; 4) Statistical Inference: Estimating population parameters and testing hypotheses. Students

are encouraged to take the AP Statistics exam in May to qualify for credit and/or advanced placement in college. Students are urged to purchase their own Graphing Calculators for use in this course and on the AP Exam.

264 Financial Algebra

Length: Full Year

Credits: 4

This is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, and verbal representations.

SCIENCE

Science courses at RMHS enable students to develop essential 21st Century Skills. Students are exposed to the process of scientific inquiry enabling them to think critically, to problem solve, to apply mathematical skills and to effectively interpret scientific information.

Students are required to take three years of science to fulfill the RMHS graduation requirement. Most students enroll in four years of science and some double enroll in their junior/senior years. Teacher recommendations and mathematical skills can be used as an excellent predictor of student success in the various science courses. **Students must pass all required courses.**

Every science course, regardless of its description, includes laboratory activities that are appropriate for and fundamental to the subject at hand. It is highly recommended that each student enroll in a Biology, Chemistry and Physics course during his/her four years at RMHS.

| Pathway | 9 th Grade Options | 10 th Grade Options | 11 th Grade Options | 12 th Grade Options Science Electives |
|------------------------------|---|---|---|---|
| 1 | 322 Biology or 321 Honors Biology | 332 Chemistry or 331 Honors Chemistry | 341 Honors Physics | 320 AP Biology |
| | | | or | 330 AP Chemistry |
| | | | 342 Physics | 369 AP Environmental Science or 368 Honors Environmental Science |
| | | | or | 350 AP Physics 1 |
| | | | 343 Conceptual Physics | 341 Honors Physics |
| | | | or | 339 AP Physics C – Mechanics and Electricity & Magnetism |
| | | | 350 AP Physics 1 | 329 Epidemic Diseases or 328 Honors Epidemic Diseases |
| | | | and | 344 Anatomy & Physiology |
| | | | Science Elective (optional) | 372 Environmental Issues – Ecology (semester) and/or 370 Environmental Issues – Energy and Resources (semester) |
| | | | 2 | 322 Biology |
| 343 Conceptual Physics | 370 and 372 Environmental Issues | | | |
| 3 | 322 Biology | 335 Introduction to Physics | 332 Chemistry | 372 and 370 Environmental Issues |
| | | | 372 and 370 Environmental Issues | 332 Chemistry |
| Engineering Electives | 381 Honors or 382 Intro to Engineering Design | 381 Honors or 382 Intro to Engineering Design | 381 Honors or 382 Intro to Engineering Design | 381 Honors or 382 Intro to Engineering Design or 384 Honors or 385 Principles of Engineering |
| | | or 384 Honors or 385 Principles of Engineering | or 384 Honors or 385 Principles of Engineering | |

Life Sciences

320 AP Biology

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Students enrolling in AP Biology will have successfully completed one year of HS biology with an A- or better in 322 Biology or a B or better in 321(H) Honors Biology. Students should also have completed one year of HS chemistry with an A- or better in 332 Chemistry or a B or better in 331 (H) Honors Chemistry and teacher recommendation.

As stated by the College Board, Advanced Placement Biology is designed to be the equivalent of a two-semester college introductory biology course. This rigorous course “aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology.” It differs from high school biology courses in range, depth, pace and types of labs covered. In consultation with the teacher, each student will take either the AP Biology Exam or the class AP Biology final exam. **Open to Juniors and Seniors.** *Class meet nine periods in the seven-day cycle.*

321 Honors Biology

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: This is an honors class suggested for 9th grade students who in middle school had a B+ in Science and middle school teacher recommendation.

Honors Biology is a rigorous, fast paced science course for highly motivated students who have demonstrated an ability to work independently and in small, cooperative groups and who have a strong interest in and aptitude for the sciences. The course structure and content is similar to that of Biology but explores concepts in greater depth and requires more abstract thinking. Honors Biology is intended to meet future educational needs of students pursuing advanced studies in the sciences.

322 Biology

Length: Full Year

Credits: 4

Biology is a comprehensive life science course. The curriculum is aligned with the Massachusetts Curriculum Frameworks for High School Biology and addresses concepts from the four core areas of biology: biological structures and processes from the molecular to organismal level, heredity, ecology and evolution. Engagement in laboratory activities, online investigations and projects reinforce core concepts and present opportunities for students to further develop scientific skills and practices.

344 Anatomy and Physiology

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: B- in 322 Biology or successfully passed 321 Honors Biology and teacher recommendation.

This is a rigorous second year biology course designed to provide a comprehensive background for those students interested in the human body or contemplating majoring in biology or careers in medicine, nursing, physical therapy, or sports medicine. This course strives to develop in students a basic understanding of relationships between structure and function, diseases and homeostatic mechanisms of the human body. The course involves class discussions, group work, projects, lab activities and case studies. **Open to Juniors and Seniors.**

328 Honors History and Science of Epidemic Disease: The Black Death to Ebola

329 History and Science of Epidemic Disease: The Black Death to Ebola

Length: Full Year Credits: 4

Suggested Prerequisite Skills: C+ in Biology and teacher recommendation.

How has disease influenced human history? How has human history influenced disease? How have people perceived, experienced and coped with disease? This is a multidisciplinary elective which will examine the interactions and interrelationships of disease, healers and patients in an historical context and develop a basic understanding of the biological mechanisms of infectious disease. The course will study the connections between epidemic disease, history, politics and public health. It will present an overview of medicine and disease from the Middle Ages through modern western civilization. Social, cultural and biological perspectives of disease will be addressed at the local, national and international levels. The class will be a project-based learning course with a strong emphasis on research, reading, writing, technology, labs, lectures and discussions. This course can be taken at the honors or strong college-preparatory levels. Honors weighting will be designated to students who successfully complete additional coursework. Students enrolled in this course are grouped heterogeneously, with Honors and non-honors students enrolled in the same section. **Open to Seniors.**

Physical Sciences

330 AP Chemistry

Length: Full Year

Credits: 4

Suggested Prerequisites: Students enrolling in AP Chemistry will have completed one year of high school chemistry with A- in 332 Chemistry and teacher approval or a B in 331 Honors Chemistry and teacher recommendation.

As stated by the College Board, Advanced Placement Chemistry is designed to be the equivalent of a two-semester college level general chemistry course. Advanced Placement Chemistry "stresses mastering the conceptual and quantitative aspects of chemistry, by enhancing students' qualitative understanding and visualization of the particulate nature of matter through the development of students' inquiry, analytical, and reasoning skills." In consultation with the teacher, each student will take either the Advanced Placement Chemistry Exam or the class Advanced Placement Chemistry final exam. **Open to Juniors and Seniors.** *Class meet nine periods in the seven-day cycle.*

331 Honors Chemistry

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: A in 322 Biology or B in 321 Honors Biology and teacher recommendation.

Honors Chemistry is for students with a strong academic background demonstrating successful mathematical skills while possessing both a scientific aptitude and interest in the sciences. This is an accelerated program with an emphasis on abstract chemistry concepts and the application of mathematics. Considerable problem-solving assignments are an integral part of the curriculum. The laboratory allows for in-depth study to help students master specific skills. This chemistry course is intended to meet the future educational needs of those students planning to pursue advanced studies in the sciences, medicine or engineering. Topics for the Honors Chemistry course follow the Chemistry course sequence in greater detail. The curriculum extends into the topics of acid/base neutralization, reaction kinetics, reduction/oxidation and thermochemistry. **Open to Sophomores.**

332 Chemistry

Length: Full Year

Credits: 4

Chemistry offers college preparatory students a comprehensive exploration of core chemistry concepts. Topics studied include: matter and change, periodicity, atomic theory, bonding theories, chemical quantities, reactivity, stoichiometry, solubility, gas laws and equilibrium. Engagement in laboratory activities, online investigations and projects reinforce core concepts and present opportunities for students to further develop scientific skills and practices. **Open to Sophomores and Juniors.**

339 AP Physics C: Mechanics and Electricity & Magnetism

Length: Full Year

Credits: 4

Suggested Prerequisites: A- in 342 Physics with teacher approval or a B in 341 Honors Physics and teacher recommendation.

This combined Mechanics and Electricity & Magnetism course is a lab-based class that utilizes differential and integral calculus to teach students core concepts of Mechanics and Electricity & Magnetism. This class is the equivalent of two college level calculus-based physics courses AP Physics C explores kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations and gravitation; electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. Physics C students are encouraged to take BOTH AP Physics C Exams (Electricity & Magnetism AND Mechanics) in May.. **Open to Seniors as a second-year physics course.** *Classes meet nine periods in the seven-day cycle.*

350 AP Physics 1

Length: Full Year

Credits: 4

Suggested Prerequisite Skills for AP Physics 1: A in 342 Physics or A- in 321 Honors Chemistry and teacher recommendation

This algebra-based physics course is recommended for highly motivated students, with an aptitude for the sciences and developed math skills. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits with an overall emphasis on real-life problem solving. Students will keep a laboratory notebook detailing each experiment that they design and implement and will be expected to delve deeply into problem-solving. Students who have taken Physics may take AP Physics 1 as a second-year physics option. Students are encouraged to take the AP Physics 1 exam in May. **Open to Juniors and Seniors.** *Class meet nine periods in the seven-day cycle.*

341 Honors Physics**Length: Full Year Credits: 4***Suggested Prerequisite Skills: A in 322 Chemistry; or B/better in 321 Honors Chemistry, and teacher recommendation.*

This algebra-based physics course is recommended for highly motivated students, with an aptitude for the sciences and developed math skills. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits with an overall emphasis on real-life problem solving. Students who are interested in taking calculus-based AP Physics C: Mechanics and Electricity&Magnetism are encouraged to take Honors Physics as their first-year Physics course. AP Physics 1 is not a second-year option for students who have taken Honors Physics. **Open to Juniors and Seniors.**

342 Physics**Length: Full Year Credits: 4**

Physics offers college preparatory students a comprehensive exploration of core physics concepts. This course is recommended for students with an interest in the physical sciences, developed math skills and/or who may be interested in pursuing further studies in science and engineering. Topics studied include motion, forces, gravitation, waves, optics, electricity and magnetism. An emphasis is placed on improving problem solving techniques and developing math skills. **Open to juniors and seniors.**

343 Conceptual Physics**Length: Full Year Credits: 4**

Conceptual Physics offers a conceptual approach to the study of physics and is recommended to college preparatory students who do not intend to pursue further study in science or engineering. Topics studied include motion, forces, gravitation, waves, optics, electricity and magnetism. An emphasis is placed on conceptual understanding, without a high level of mathematical skills being required. **Open to Juniors and Seniors.**

335 Introduction to Physics**Length: Full Year Credits: 4**

Introduction to Physics is a laboratory science course open to college preparatory sophomores. It is designed to provide students with fundamental knowledge and skills in physics. Scientific principles and methodologies will be practiced through student involvement in laboratory investigations, inquiry and computer-based activities designed to enhance reasoning skills. Introduction to Physics will focus on such traditional topics such as Energy, Matter, and Motion with an emphasis on recognition and modeling patterns in nature. This course provides a solid foundation for college preparatory students to enroll in chemistry or physics classes during their junior/senior years. **Open to Sophomores.**

Environmental Sciences**369 AP Environmental Science****Length: Full Year Credits: 4****368 Honors Environmental Science****Length: Full Year Credits: 4***Suggested Prerequisite Skills: A- in 322 Biology or a B or better in 321 Honors Biology. AND A- or in 332 Chemistry or a B in 331 Honors Chemistry and teacher recommendation.*

As stated by the College Board, this course provides the equivalent of a one semester, introductory college course in environmental science. It provides students with the scientific principles, concepts and methodologies necessary to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the risks while examining alternative solutions to resolve or prevent such problems. This is an interdisciplinary course that emphasizes the study of environmental issues from a scientific, sociological and political perspective, thus unifying a wide range of topics from different areas of study. Advanced Placement and Honors weighting will be assigned based on the completion of varied forms of assessments, as students enrolled in this course are grouped heterogeneously, with Honors and AP students enrolled in the same section. **Open to Juniors and Seniors.** *Class meet nine periods in the seven-day cycle.*

370 Environmental Issues-Energy and Resources**Length: Semester Credits: 2**

Environmental Issues uses an interdisciplinary approach to explore real-world issues in environmental science at local, state, national and global levels. Students will use experiments, projects, case studies, and current literature to study the ecological, societal and economic impacts related to current environmental issues and develop the knowledge and skills needed to be informed citizens. Environmental challenges and opportunities needed to create a more sustainable society will be investigated.

Environmental Issues-Energy and Resources will focus on such topics as Carbon Footprint, Renewable and

Nonrenewable resources, Weather Events, Water resources and Global Climate Change. **Open to Juniors and Seniors.**

372 Environmental Issues-Ecology

Length: Semester Credits: 2

Environmental Issues uses an interdisciplinary approach to explore real-world issues in environmental science at local, state, national and global levels. Students will use experiments, projects, case studies, and current literature to study the ecological, societal and economic impacts related to current environmental issues and develop the knowledge and skills needed to be informed citizens. Environmental challenges and opportunities needed to create a more sustainable society will be investigated.

Environmental Issues-Ecology will focus on such topics as Biodiversity, Ecosystems, Rare and Invasive Species, Human Population Growth, Food Production and Conservation. **Open to Juniors and Seniors.**

Engineering

381 Honors Introduction to Engineering Design (IED)

Length: Full Year

Credits: 4

382 Introduction to Engineering Design (IED)

Length: Full Year

Credits: 4

Introduction to Engineering Design (IED) is a foundational course in the Pathways to Engineering Program. The course explores the visual side of engineering design through the design process and its application. Students use hands on projects to learn how to use 3D modeling software, reverse engineer a product, and develop original designs. Students will document their work in an engineering notebook and use 3D printing and other construction methods to help bring their designs to life. This course can be taken at honors or strong college-preparatory level. Honors weighting will be designated to students who successfully complete additional coursework. Students enrolled in this course are grouped heterogeneously, with Honors and non-honors students enrolled in the same section.

384 Honors Principles of Engineering

Length: Full Year

Credits: 4

385 Principles of Engineering

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Students enrolling in Principles of Engineering will have successfully completed one year of high school geometry with an A- in Geometry or Honors Geometry and should be concurrently enrolled in Algebra II. OR Students enrolling in POE will have earned a B in Algebra II or Honors Algebra II.

Principles of Engineering (POE) is a survey course that exposes students to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. This course can be taken at an honors or strong college-preparatory level. Honors weighting will be designated to students who successfully complete additional coursework. Students enrolled in this course are grouped heterogeneously, with Honors and non-honors students enrolled in the same section.

Open to Sophomores, Juniors and Seniors.

WORLD LANGUAGE

Learning a world language can be an exciting and rewarding experience for all students. Research indicates that English vocabulary, reading skills, oral and written communication skills, and self-image are significantly enhanced by the study of a world language. In addition, the understanding of other cultures and languages may lead to greater understanding among nations and eventually to world peace. For these reasons the RMHS World Language Department is proud to offer courses in French, Spanish and Latin which are open to all students. The aims of these courses are:

1. To master the skills of effective communication (listening, speaking, reading and writing).
2. To develop an appreciation for other cultures.

The modern language courses (French and Spanish) are conducted primarily in the target language and use a four-skill approach: students learn to listen, speak, read, and write in the world language. The use of films, recordings and the personal experiences of the teachers afford students realistic contact with the language and culture.

The offerings in Latin comprise four years of progressive study in the language and culture of the Romans. The basic aim of the four courses is the development of skills in reading and understanding Latin. The course sequence includes the study of the mythological, historical and literary development of the Roman Empire and the influence of Latin language and thought on English.

Although a minimum of two years of a single world language is required for admission to the Massachusetts State Colleges, this is a minimum requirement. Most colleges give preference to students with extensive secondary school world language preparation. In addition, some knowledge of a world language is often helpful in work and career situations whether or not a student is college-bound. For these reasons, the World Language Department offers a four-or five-year course sequence and recommends that students continue their study for as long as possible.

| Pathways | 9 th Grade Options | 10 th Grade Options | 11 th Grade Options | 12 th Grade Options |
|----------|--|--|---|---|
| 1 | Spanish 1 French 1 (if offered) | Spanish 2 French 2 Latin Studies 2 | Spanish 3 French 3 Latin 2 | Spanish 4 (4/5) French 4 (4/5) Honors Latin (3) |
| 2 | Spanish 2 French 2 Latin 1 | Spanish 3 French 3 Latin 2 | Spanish 4 (4/5) French 4 (4/5) Honors Latin (3) | Spanish 5 (4/5) French 5 (4/5) Honors Latin (4) |
| 3 | Spanish 2H French 2H | Spanish 3H French 3H | Spanish 4H French 4H | AP Spanish Spanish 5H AP French French 5H |

410 Latin Studies 2

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Completion of Latin Studies 1 with passing grade

This course is the second half of a two-year sequence. Students will consolidate grammar and vocabulary learned the previous year and will strengthen Latin reading skills. The class continues using the *Ecce Romani I* textbook. Students will also expand their understanding of Roman culture and history. Offered beginning in grade 10.

411 Latin 1**Length: Full Year****Credits: 4**

This course is an introductory course in the Latin language for students who have no previous experience in studying the language. Students will begin study of the Latin language, including fundamental noun and verb forms. Students will develop Latin reading skills and work to mastery of approximately 500 vocabulary words. Students study Roman mythology and culture, focusing on the family, daily life, and the Roman home.

412 Latin 2**Length: Full Year****Credits: 4**

Suggested Prerequisite Skills: A C- or better in Latin 1

This course continues study of the Latin language and culture. Students will develop strong Latin reading skills, consolidate grammar and vocabulary learned in Latin 1 and will work to mastery of at least 1000 Latin vocabulary words. Students will continue study of verbs including passive voice and subjunctive mood. Students will study adjective and adverb forms. Students will continue their study of Roman mythology and culture, focusing on meals, leisure activities, entertainments, and life in the city of Rome.

416 Honors Advanced Latin: Latin Literature**Length: Full Year****Credits: 4**

Suggested Prerequisite Skills: Teacher recommendation and a C+ average in Latin 2 or Honors Advanced Latin: Latin Literature

Students will expand their knowledge of the complexities of Latin grammar and will read selections of authentic Latin. Readings will be taken from prose and poetry, and will feature such authors as Catullus, Perpetua, and Aesop. Students will use literature as a basis for exploring Roman culture and history.

Offered in 2020-2021.

417 Honors Advanced Latin: Roman Authors**Length: Full Year****Credits: 4**

Suggested Prerequisite Skills: Teacher recommendation and a C+ average in Latin 2 or Honors Advanced Latin: Latin Literature

Students will expand their knowledge of the complexities of Latin grammar and will read selections of authentic Latin. Roman authors featured will be Ovid and Petronius. Students will use literature as a basis for exploring Roman culture and history. **Offered in 2021-2022.**

437 French 1**Length: Full Year****Credits: 4**

French 1 is an introductory course in French language and culture for students who experienced difficulty in grades 7 and 8, students who are repeating French 1 or those who have had no previous experience in the language. Its purpose is to present the basic structures and vocabulary of the language with particular emphasis on speaking and listening comprehension to prepare students to continue in French 2.

441 French 2**Length: Full Year****Credits: 4**

Suggested Prerequisite Skills for HS students: Teacher recommendation and a C- average in French 1

A continuing course for students who have experienced difficulty with the vocabulary and structures presented in French 1. More complex vocabulary and grammatical structures are introduced after reviewing basics from French 1. Students continue to work on listening, speaking, reading, and writing skills. Listening comprehension is developed through the use of recordings and video presentations.

438 French 2**Length: Full Year****Credits: 4**

Suggested Prerequisite Skills for HS students: Teacher recommendation and a B average in French 1 or 2

Suggested Prerequisite Skills for middle school students: Teacher recommendation, placement writing sample, and a solid B average

A continuing course for students who have successfully mastered the vocabulary and structures presented in French 1. More complex vocabulary and grammatical structures are introduced. Students continue to work on listening, speaking, reading, and writing skills. Supplementary readings, recordings, cultural activities, oral interviews, and film presentations reinforce active participation in the target language.

442 Honors French 3**Length: Full Year****Credits: 4**

Suggested Prerequisite Skills: Teacher recommendation and a B average in French 2 Honors

This is an intermediate French course designed to refine students' reading, writing, listening and speaking skills. Instruction will be primarily in French. Increased accuracy in listening comprehension and in

speaking ability will be stressed. A general review of grammatical constructions is provided along with the study of more advanced forms of expression. Readings and other supplementary materials are varied and chosen for cultural value as well as language content. During the second semester, students will read and analyze Antoine de St. Exupéry's "Le Petit Prince" in its entirety. A project will be assigned upon completion of the book. Increasing emphasis is placed upon effective communication through writing. This course differs from French 3 (443) in greater pace, depth of content, and expectations for oral and written comprehension and expression in French.

443 French 3

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Teacher recommendation and a C- average in French 2

This is a continuing course for students who have successfully completed French 2. Emphasis is placed on vocabulary acquisition and listening comprehension. All major grammatical points are reintroduced, and new concepts are presented. Pair and group activities provide students with ample opportunities to use the target language in different settings and contexts. Cultural awareness is stressed through the use of film, readings and projects. In order to enroll in Honors French 3, students must complete French 3 with an A- or better. Placement will be made by teacher recommendation. Students planning to continue with Honors French 4 must take Honors French 3.

444 Honors French 4

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Teacher recommendation and a B average in Honors French 3

This course is designed to strengthen the students' four basic language skills (listening, speaking, reading, and writing) through a survey of 19th and 20th century French literature. The primary course goal is to develop each student's communicative competence (self-expression skills) by using the readings of great French masters as a point of departure. Through each text studied, the student will increase his/her reading, vocabulary, and grammatical skills. Audio-visual materials will be used to promote development of listening skills. The class is conducted in French. Students are expected to discuss and analyze readings from a cultural and historical perspective. Compositions will be assigned regularly.

445 French 4

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: C in Honors French 3 or B in French 3 and teacher recommendation

446 French 5

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: C in French 4 and teacher recommendation

French 4 and 5 is a combined class of juniors and seniors and is taught in a 2-year sequence. A different course of study is taught in alternating years ("A" curriculum in one year and "B" curriculum the following year) so that students will not be repeating material. The course is designed for students who wish to continue their study of French throughout high school, but not at the Honors or AP level. The course will emphasize the study of French culture throughout the world using films, readings, short stories and plays.

448 Honors French 5

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Minimum grade of B- in Honors French 4, departmental recommendation

The fifth year of French is an honors level course incorporating major literary readings, advanced study of culture and advanced conversational practice. It is offered for the student who, after four years of language study, is ready to read and analyze full literary works and has had enough background in French culture to begin to appreciate its finer details. The class is conducted in French.

447 AP French Language and Culture

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Completion of Honors French 4 with a B+ or better, departmental recommendation, and an evaluation process which will include an oral proficiency interview

This course is the equivalent of a freshman college course and is taught completely in French. It is designed to develop the 4 language skills: reading, writing, listening, and speaking, and to prepare the students for the World Language Advanced Placement examination given in May. Students performing well on this exam may receive college standing and/or credits. Selected literary works from 18th century through present day will be read, as well as newspapers and periodicals. Students will engage in critical analyses. Emphasis will be placed on mastery of grammar, syntax, and idiomatic expression at sophisticated levels of both speaking and writing. Portfolios will be kept to monitor progress.

450 Spanish 1

Length: Full Year

Credits: 4

Spanish 1: Fundamentals of Spanish is an introductory course in Spanish language and culture for students who experienced difficulty in grades 7 and 8, students who are repeating Spanish 1 or those who have had no previous experience in the language. Its purpose is to present the basic structures and vocabulary of the language with particular emphasis on speaking and listening comprehension to prepare students to continue in Spanish 2.

462 Honors Spanish 2

Length: Full Year

Credits: 4

Suggested Prerequisite Skills for HS students: Teacher recommendation and an A average in Spanish 1. Suggested Prerequisite Skills for middle school students: Teacher recommendation, placement writing sample, and a solid B average.

This is a continuation of Spanish 1 for students who have successfully mastered the vocabulary and structures presented in Spanish 1 at the high school or two years of middle school Spanish. Additional language structures are introduced, and students are expected to increase their listening and speaking abilities. Supplementary readings are included for language development and cultural discussions. This course differs from Spanish 2 because it covers more material at a greater pace, and for the most part is taught in the target language.

451 Spanish 2

Length: Full Year

Credits: 4

Suggested Prerequisite Skills for high school students: Teacher recommendation and a C- average in Spanish 1. Suggested Prerequisite Skills for middle school students: Teacher recommendation, placement writing sample, and a C+ average.

Students who have received a passing grade below a "C" should follow the curriculum through Spanish 3. Spanish 2 and 3 courses focus on developing communication skills and cultural awareness while reducing the number of grammatical structures presented. Vocabulary acquisition, listening comprehension, reading skills, and oral proficiency are stressed.

453 Honors Spanish 3

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Teacher recommendation and a B- average in Spanish 2 Honors

An intermediate course designed to refine students' basic language skills. Instruction will be primarily in Spanish. Greater accuracy in listening comprehension and in speaking ability will be stressed. A general review of grammatical constructions is provided along with the study of more advanced forms of expression. Readings and other supplementary materials are varied and chosen for interest value as well as language content. Increasing emphasis is placed upon effective communication through writing. This course differs from Spanish 3 (454) in greater pace, depth of content, and expectations for oral and written Spanish.

454 Spanish 3

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Teacher recommendation and a C- average in Spanish 2 Honors or Spanish 2

This is a continuing course for students who have completed Spanish 2 or completed Spanish 2 Honors with difficulty. Emphasis is placed on vocabulary acquisition, review and mastery of the preterite and imperfect tenses, and introducing the subjunctive mood. Pair and group activities and alternative assessment formats provide students with ample opportunities to use the target language in different settings.

455 Honors Spanish 4

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Teacher recommendation and a B average in Spanish 3 Honors or teacher recommendation and a B average in Spanish 4

Spanish 4 Honors is an advanced course, taught primarily in Spanish, that prepares students for AP Spanish their senior year. A complete review of all grammatical structures (including all verb tenses, pronouns, etc.) a study of the history, culture, and literature of Spain, the conquest of Latin America, the indigenous civilizations and discussion of issues facing modern day Hispanics/indigenous peoples are included. Students are able to read, understand discuss, teach and write about authentic literary texts, the history of the Spanish-speaking world, movies/documentaries/TV series, and news clips of current events. Writing assignments include personal, creative essays, character analysis, and comparing and

contrasting literary themes studied. Students are able to express their ideas in comprehensible Spanish and are proficient enough to participate in discussions and spontaneous conversation in the target language.

456 Honors Spanish 5

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Minimum grade of B- in Honors Spanish 4, departmental recommendation

The fifth year of Spanish is an honors level course incorporating literary readings, advanced study of culture and advanced conversational practice. It is offered for the student who, after four years of language study, is ready to read and analyze literary works, and has enough background in Spanish culture to begin to appreciate its finer details. Grammar reviews will be provided as needed. The class is conducted in Spanish.

457 Spanish 4

Length: Full Year

Credits: 4

458 Spanish 5

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Teacher recommendation and a C+ average in Spanish 3 Honors or Spanish 4/Honors
Spanish 4 and 5 is a combined class of juniors and seniors and is taught in a 2-year sequence. A different course of study is taught in alternating years (The "A" year curriculum, then "B" curriculum the following year) so that students may take 4 years of Spanish without repeating material. The "A" year curriculum (offered in 2021-2022) will include study of an authentic Spanish television series and a review of grammatical structures. The "B" curriculum (offered in 2020-2021) will include a study of films in various Hispanic cultural and historical contexts, new vocabulary through thematic units, and a review of grammatical structures. A **heavy emphasis** will be placed on **oral participation** and communication in the target language. Students will improve their reading comprehension and enhance their speaking and writing proficiency through a variety of classroom activities such as tertulias (full-class discussions conducted entirely in Spanish), oral presentations, videos and essays. This course is meant for students who have successfully completed Spanish 3 or 4 and wish to continue language study, but not in the honors program.

459 AP Spanish Language and Culture

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Minimum grade of B+ upon completion of Honors Spanish 4, departmental recommendation, and an evaluation process which will include an oral proficiency interview

AP Spanish 5, taught completely in Spanish, is the equivalent of a freshman college level course. It is designed to develop students' reading, writing, speaking, and listening skills and to prepare them for the Spanish Language AP exam given by the College Board in May. Students performing well on this exam may receive college standing and/or credits. Readings include selected short works by Spanish and Latin American authors as well as articles of current cultural interest from newspapers and periodicals. Mastery of grammar, syntax, and idiomatic expression at more sophisticated levels of speaking and writing will be emphasized.

BUSINESS AND TECHNOLOGY

The courses offered in the business and technology department are designed to provide all students the 21st century skills necessary for college and for career. In every course there is an emphasis on problem solving, collaboration, and research skills.

Our Business courses are accessible to all students and can provide a substantial foundation for those students interested in pursuing a college degree in the related subjects.

Students are required to take and pass at least two semesters (or four credits) in Business and Technology, the equivalent of a full year of study. All courses shown below can be taken to fulfill the Business and Technology graduation requirement.

| | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|--------------------------|-----------------------------|------------------------------|------------------------------|------------------------------|
| Semester Courses | Intro to Business | Intro to Business | Financial Literacy | Retail Banking |
| | Financial Literacy | Financial Literacy | Introduction to Marketing | Financial Literacy |
| | Exploring Computer Science | Exploring Computer Science | Introduction to Economics | Introduction to Marketing |
| | | | Entrepreneurship | Introduction to Economics |
| Full Year Courses | | Accounting | Accounting | Accounting |
| | | Honors Accounting | Honors Accounting | Honors Accounting |
| | | Retail Banking | Retail Banking | AP Comp Sci A |
| | | AP Comp Sci A | AP Comp Sci A | Work Study |

513 Financial Accounting

Length: Full Year

Credits: 4

A core course for students interested in the field of accounting or business administration, students will learn basic accounting principles and engage in the accounting process by planning, recording, analyzing, reporting, and interpreting financial information for both a service and merchandising business. Students will also investigate the field of accounting including how it is impacted by industry standards. Students will have exposure to business ethics, business structures, cultural diversity, technology, and real-world accounting situations. Students will complete various assignments and reinforcement projects both manually and using automated accounting software. Guest speakers will provide insight into career opportunities in the field of accounting. **Open to Sophomores, Juniors and Seniors.**

514 Honors Financial Accounting

Length: Full Year

Credits: 4

Required Prerequisite: Requires department approval

An essential core course for Business Administration majors, this course is designed to introduce Financial Accounting to college-bound students who have Business Administration or Accounting as a career goal. The course covers financial accounting principles and practices with a strong emphasis on learning and applying industry standards. Students will learn and apply the full accounting cycle for both a service and merchandising business by completing challenging accounting assignments, projects, and simulations. Business ethics, business structures, global perspectives, technology, cultural diversity, and real-world accounting case studies will also be explored. Excel and automated accounting software will be used throughout the course. Guest speakers will provide insight into career opportunities in the field of accounting. **Open to Sophomores, Juniors and Seniors.**

521 Introduction to Business**Length: Semester****Credits: 2**

This semester course examines the principles of accounting, finance, marketing, management, and economics. Current events in the business world will be studied through projects, documentaries, lectures, discussions, guest speakers, and classroom debates. Students will have the opportunity to build communication, collaboration and problem-solving skills. **Open to freshmen and sophomores.**

524 Introduction to Marketing**Length: Semester****Credits: 2***Prerequisite: Introduction to Business*

In this semester course students will be introduced to marketing concepts and strategies, conduct market research, participate in real world projects and discuss legal and ethical issues. Case studies and current events will be examined using sports, entertainment, social media, and internet marketing. Understanding marketing principles is fundamental to further study in a variety of disciplines including accounting, entrepreneurship, finance, and management. **Open to Juniors and Seniors.**

535 Financial Literacy**Length: Semester****Credits: 2**

This is primarily a project-based course exploring topics in financial literacy which will help students build their knowledge in making informed and wise consumer decisions. Topics include career planning, budgeting, renting an apartment, buying a car, banking, investments, credit, and protecting your finances from fraud and scams.

545 Introduction to Economics**Length: Semester****Credits: 2***Prerequisite: Introduction to Business*

This semester course examines the basic and advanced principles of microeconomics and macroeconomics. Basic economic concepts, key economic models, the nature of supply and demand, fiscal policy, and monetary policy will be major components of this course. Current events, economic challenges, and the performance of the United States economy will be analyzed through projects, documentaries, and classroom debates. This course will also examine the strong and relevant connections between economics, political science, history, and business. **Open to Juniors and Seniors.**

551 Retail Banking I and II**Length: Full Year****Credits: 4****552 Retail Banking I****Length: Semester****Credits: 2**

Students are trained as tellers at Reading Cooperative Bank's full-service educational branch at RMHS. The course is designed for students interested in developing a working/hands on knowledge of retail banking, financial literacy, and the banking system in the United States. Over the course, student will gain practical experience interacting with the public by processing various bank transactions with emphasis on responsibility, confidentiality, security, accountability, and accuracy while developing business, team building, and problem-solving skills. **Open to Sophomores, Juniors, and Seniors during the Fall semester. Open to Sophomores and Juniors during the Spring semester.**

555 Entrepreneurship**Length: Semester****Credits: 2***Prerequisite: Introduction to Business*

This course is designed to teach participants leadership and entrepreneurial skills and to help participants learn about the planning, preparation, and commitment to owning and operating a business. The focus of the course will be on gaining a basic understanding of the start-up complexities, selecting a business, preparing key elements in a business plan, and learning how to manage an ongoing concern. Students will experience a hands-on process for starting, operating, and liquidating a "real" business. Coverage will include various legal formations, marketing, sales, customer service, finance, risk protection, staffing, record keeping, and legal, ethical, and social obligations. Students will also gain knowledge of business ownership by presentations from real business owners (guest speakers) and field trips. **Open to Juniors and Seniors.**

571 Exploring Computer Science**Length: Semester****Credits: 2**

This semester course examines topics in computer science including human computer interaction, problem-solving, web design, programming, and data analysis. Solving problems using algorithms, creating web pages using HTML/CSS, creating computer programs using Scratch, and analyzing data will all be covered in this course. In this project-based course, students will have the opportunity to develop their critical thinking, problem-solving, collaboration, and presentation skills. Students will also examine the societal impacts of computing as well as the connections between computer science, math, and logic. This course is accessible to ALL students. No prior computer science coursework or experience is necessary to succeed.

Open to Freshmen and Sophomores.**580 AP Computer Science A - Java****Length: Full Year****Credits: 4**

Prerequisites: B+ in Algebra II with teacher approval or a B in H Algebra II

This course is designed to prepare students for the AP Computer Science A – Java exam. It emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. **Open to Sophomores,**

Juniors and Seniors.**598 Work Study****Length: Semester****Credits: 2****599 Work Study****Length: Full Year****Credits: 4**

The Career/Community Service Internship is a volunteer or paid work experience program giving students a chance to gain real-world experience in a career or community service area of interest, apply what they have learned in the classroom, assume adult responsibilities, and develop outstanding work habits at volunteer or paid internship sites located in the community. Prospective participants must have the permission of a parent/guardian, an approved internship that is continuous throughout the entire semester, volunteer or work a minimum of 10 hours per week, a good school record, and a good attitude toward the demands of site supervisors. **Open to Seniors.**

FINE AND PERFORMING ARTS

Arts are our human birthright—every culture throughout time and across the globe has them. As opposed to being the purview of the talented few, the arts are essential throughout everyone’s lives for understanding and appreciation, expression, social and emotional well-being, and creative opportunity. At Reading Memorial High School, there are numerous course options for students who wish to participate in the arts, including such diverse entry-level classes as Sculpture, Acting I, and Basic Guitar, among others. Students are required to take and pass at least two courses (four credits) in the fine and/or performing arts (visual arts, drama, and music). In addition, there are more intense sequences of study for dedicated students and those considering the arts as a career. Students may also choose to participate in many of the co-curricular activities and performance ensembles offered after school.

VISUAL ARTS

| | 9 | 10 | 11 | 12 |
|---------------------|----------------------------|----------------------------|---------------------------------|---------------------------------|
| Introductory | Foundations of Art | Foundations of Art | Foundations of Art | Foundations of Art |
| | Sculpture | Sculpture | Sculpture | Sculpture |
| | Digital Animation & Design | Digital Animation & Design | Digital Animation & Design | Digital Animation & Design |
| | | Digital Photography | Digital Photography | Digital Photography |
| | | Ceramics | Ceramics | Ceramics |
| Intermediate | Drawing & Illustration | Drawing & Illustration | Drawing & Illustration | Drawing & Illustration |
| | Painting | Painting | Painting | Painting |
| | | Figure & Portrait Studio | Figure & Portrait Studio | Figure & Portrait Studio |
| Advanced | | | Studio Art/Pre-AP | Studio Art/Pre-AP |
| | | | AP Studio Art (2-D Photography) | AP Studio Art (2-D Photography) |
| | | | | AP Studio Art (3-D & Drawing) |

Introductory Courses:

These courses are open to all students, without prerequisite requirements.

831 Foundations of Art

Length: Semester

Credits: 2

This beginning art course is designed to introduce students to a variety of media and techniques. Emphasis is placed on drawing from observation and developing visual literacy. Students will learn the basic principles of art including in-depth study of color, value, texture, line, shape, and form. Students will look at and discuss the works of important historical and contemporary artists to inform art projects. Students who wish to go on to take intermediate art classes, such as Painting, Drawing & Illustration, and Figure & Portrait Studio, must first take Foundations of Art. **Open to students in all grades.**

837 Sculpture

Length: Semester

Credits: 2

This is a great course for students who love to make objects. Materials used include: paper, clay, wood, wire, and mixed media. Methods include: hand-building with clay, use of the scroll saw to create a modular sculpture as well as the fabrication of a wire armature to create a three-dimensional hybrid! With each project introduced, you will learn about historical and contemporary artists using the same sculptural methods and materials explored in class. **Open to students in all grades.**

842 Digital Animation and Design**Length: Semester****Credits: 2**

This course will introduce students to the creative world of digital animation and design. Using industry standard Adobe software and other hands-on experiences, students will express their creative voices by producing original animations, designing movie posters, creating digitally manipulated images, and more. There will be an emphasis on the fundamentals of animation, including drawing, storyboarding, and timing. The basic principles of design will help the student to create visually exciting images through an understanding of typography, color theory, and layout. **Open to students in all grades.**

843 Digital Photography**Length: Semester****Credits: 2**

This course will serve as a one-semester introduction to the world of digital photography. It is designed to develop skills in pixel-based photographic design and printing. We will use Adobe Photoshop as the primary image-editing tool. This course will take students from the basic principles of digital photography and introduce them to new ideas and photographic information. Students will not only fine-tune their photography skills, they will explore the study of personal expression and development of creative style. Whether interested in a fine art, graphic design, or web design/development, students taking this course will gain a mastery of digital photography and thus creative control of the medium. **Open to Sophomores, Juniors, and Seniors.**

847 Ceramics**Length: Semester****Credits: 2**

This course is a great introduction to clay forming techniques including pinching, coiling, and building with slabs. Students will make both functional clay objects such as cups, bowls, pitchers, and other vessels, as well as sculptural objects. Students will learn how to effectively incorporate pattern and color on each piece using slip and various glazing techniques. Each project will introduce an artist as well as a technique, providing students with a global understanding of clay and its role in various cultures throughout history. **Open to Sophomores, Juniors, and Seniors.**

Intermediate Courses:

These courses are open to students who have taken Foundations of Art.

848 Drawing & Illustration**Length: Semester****Credits: 2**

Prerequisites: Foundations of Art.

This hands-on course offers a great introduction to work being done today in the field of illustration. We will explore illustration as narrative art or storytelling; illustration in graphic novels; and artist books including tunnel and star books. We will also look at the work of contemporary illustrators to inspire and inform projects. Illustration techniques introduced will include drawing using pencil, pen and ink, as well as watercolor and mixed media techniques. **Spring semester only.**

851 Figure & Portrait Studio**Length: Semester****Credits: 2**

Prerequisites: Foundations of Art.

This course is designed to improve the student's ability to draw the human figure. Through the observation and study of models, skeletons, and photographs students will begin to develop their skills and understand the rules of human proportion. With increased technical skills, students will apply their knowledge towards more expressive and realistic portraits and figure drawings. Assignments will be done in a variety of media including pencil, charcoal, ink washes, and pastel. **Fall semester only.**

853 Painting**Length: Semester****Credits: 2**

Prerequisites: Foundations of Art.

Students will learn various techniques in painting from observation using watercolor and acrylic paint. Students will also study alternative processes of painting including mixed media and altered books. Through painting, students will explore various subjects and learn about painting styles throughout history.

Advanced Courses:

These courses are open to advanced students who have taken two or more high school art classes.

854 Studio Art/Pre-AP**Length: Full Year****Credits: 4****855 Studio Art/Pre-AP****Length: Semester****Credits: 2**

Prerequisites: Two or more high school art classes, including at least one of the following: Figure & Portrait Studio, Painting, and/or Drawing & Illustration.

This course is for highly motivated students who are seriously interested in the study of art and are considering taking the AP Studio course in Drawing or 3-D Design the following year. The curriculum is designed to begin portfolio development and to strengthen skills in the following areas: drawing from observation and imagination, use of a variety of media including pencil, charcoal, pastel, watercolor, acrylic, mixed media, collage, and 3-Dimensional media. **Open to Juniors and Seniors. Rising seniors will have summer assignments which will aid in portfolios. Due to the limited number of spaces, art faculty permission is required.**

845 AP Studio Art (2-D Photography)

Length: Full Year

Credits: 4

Prerequisites: Two or more high school art classes, including Digital Photography.

This is a demanding full-year course for experienced, highly motivated, and dedicated photography students looking to develop a 2-D photographic portfolio and earn college credit. Students in this class will submit an Advanced Placement 2-D Design Portfolio consisting of 24 quality photographic works. The AP exam consists of twelve photographs that explore the various elements and principles of design for the Breadth section of the portfolio and twelve thematically unified photographs that interpret the elements of design from a personal perspective for the concentration section of the portfolio. Students will work at a college level and are expected to work in class and at home to complete the required pieces for the portfolio. Students are not required to have their own digital SLR for this class. If cameras are to be purchased, please consult with the teacher beforehand. **Open to Juniors and Seniors. Due to the limited number of spaces, art faculty permission is required.**

856 AP Studio Art (3-D & Drawing)

Length: Full Year

Credits: 4

Prerequisites: Three or more high school art classes, including intermediate coursework such as Sculpture, Ceramics, Figure & Portrait Studio, Painting, and/or Drawing & Illustration. Students are also highly encouraged to take Studio Art/Pre-AP for at least one semester during their junior year.

AP Studio Art is for highly motivated students who are seriously interested in the study of art and involves significant commitment. It is highly recommended that AP Studio Art students have taken as many art courses at the high school level as possible. Students will need to work outside the classroom as well as in class. The AP Studio Art curriculum is available on line at www.apcentral.collegeboard.com and will be strictly adhered to. The teacher will assist students in photographing work for portfolios to apply to colleges and to submit to the College Board for potential AP credit. *Students who take AP Studio Art are required to complete four art projects during the summer prior to enrollment.* They will be part of the first quarter grade. **Open to Seniors only. Enrollment in this course is based on portfolio review by the art faculty.**

THEATRE

| | 9 | 10-12 |
|---------------------|--|--|
| Introductory | Acting I Technical Theater Musical Theater | Acting I Technical Theater Musical Theater |
| Advanced | | Acting II |

819 Acting I

Length: Semester

Credits: 2

In this course students will be introduced to basic performance techniques. Improvisation, pantomime, public speaking, acting, theatre terminology, theatrical convention, blocking, and character interpretation are all topics that will be explored by students. The word drama comes from an ancient Greek word meaning "to do" or "to act." Students selecting this course should be prepared *to do* by acting, speaking, creating, and moving. *Doing* is what drama and theatre are all about. *All students will perform in an evening showcase at the end of the semester. This date will be given to you on the first day of class.*

Open to students in all grades.

822 Acting II

Length: Semester

Credits: 2

Prerequisites: Grade of B+ or higher in 822 Acting I.

This course is for students who have already taken 822 Acting I. Students will perform monologues as well as scenes and plays representing important periods throughout theatre history. Directing and play writing will also be explored as students prepare theatrical pieces for performance. *All students will perform in an evening showcase at the end of the semester. This date will be given to you on the first day of class.* **Open to Sophomores, Juniors and Seniors. Spring semester only.**

817 Technical Theatre

Length: Semester

Credits: 2

Theatre has a language all its own, as does any specialized field. Students taking this course will be introduced to key ideas and theatre vocabulary found in the traditional ways of producing theatrical shows and films. In this course, students will learn how to design sets and costumes while also learning techniques that bring design to the stage; including scenic painting, special effects and make-up, and a scale model based on a theatre production. *Students interested in taking technical theatre should have a basic knowledge of stagecraft and design.* **Open to students in all grades.**

823 Musical Theatre

Length: Semester

Credits: 2

This academic course will explore the development of musical theatre, from its roots in vaudeville, musical revues, and musical comedies of the 1920s and 1930s, to the emergence of the modern musical. All aspects of musical theatre will be explored, including the history, styles, works, and artists of the genre. Students will listen to and watch performances and shows from each period, including *Oklahoma*, *Sweeney Todd*, and *Billy Elliot*. **Open to students in all grades. Fall semester only.**

MUSIC

Music courses at Reading Memorial High School are divided into three areas—academic music, music performance ensembles (for credit), and co-curricular music performance ensembles (not for credit). Academic music courses (such as Basic Guitar or Intro to Piano) may involve in-class performances for the teacher or other students but are otherwise like any other academic course. Regular homework, term projects, quizzes and tests, class participation, and regular class attendance will be required. Students should approach academic music classes as they would any other academic course.

Music performance ensembles are focused on playing an instrument or singing and require several evening concerts over the course of the year. Where an audition is required, it will be noted under the course description. If a student has trouble in fitting an ensemble into their schedule, they should reach out to their guidance counselor and the choral and/or band director to discuss options.

| | 9 | 10-12 |
|---|---|---|
| Academic Music | Basic Guitar Intro to Piano (Piano I) Music History of Rock & Roll Introduction to Digital Media | Basic Guitar Basic Guitar II Intro to Piano (Piano I) Piano II Music History of Rock & Roll Introduction to Digital Media Music Theory Music Theory II |
| Music Performance Ensembles (For Credit) | Mixed Choir Treble Choir Select Choir Symphonic Band Jazz Ensemble | Mixed Choir Treble Choir Select Choir Symphonic Band Jazz Ensemble |

Academic Music Courses:

875 Basic Guitar

Length: Semester

Credits: 2

If you want to make music and don't want to sing or play a band instrument, this is the course for you. You will learn how to play guitar. This course is for students who have no guitar experience and will explore the use of technology for guitar and the basics of musicianship. The class will be instructed on reading music and chords (major, minor, sevenths, and sixth), strumming with a pick, finger picking, etc. **Open to students in all grades. All students must provide their own acoustic or folk guitar (electric guitars may not be used). Fall semester only.**

876 Guitar II

Length: Semester

Credits: 2

Prerequisites: Grade of B+ or higher in 875 Basic Guitar.

This course will continue the study of guitar basics begun in 876 Basic Guitar. Emphasis will be placed on individual note notation, barre chords, power chords, and ensemble playing. **Open to Sophomores, Juniors, and Seniors. Fall semester only.**

877 Music Theory**Length: Semester****Credits: 2**

This course is designed to expose students to the written language of music. At this level, no prior music experience is required. Students will be exposed to basic music notation, time signatures, key signatures, and different clefs. Students will also develop listening skills and aural training (i.e. hear what is written) to be able to identify basic rhythms, melodies, intervals, and chords. Related concepts, such as musical terms, will be introduced to build upon the students' vocabulary. **Open to Sophomores, Juniors, and Seniors.**

879 Music Theory II**Length: Semester****Credits: 2**

Prerequisites: Grade of B+ or higher in 877 Music Theory.

This course is designed for students who already understand the basic written language of music. More complex aspects of the musical language will be introduced, such as time signatures, minor scales, transposition, two-part harmony, and basic triads and choral harmonies. Aural skills and ear training will be further developed through rhythmic and melodic examples, as well as the introduction of sight-singing. Related concepts will be introduced to build upon the students' vocabulary. **Open to Sophomores, Juniors, and Seniors.**

878 Introduction to Piano (Piano I)**Length: Semester****Credits: 2**

This class is for the *beginner* piano student. If you already know how to play the piano or are taking lessons with a private teacher, this course is not for you. Students will learn to play piano in a group setting and each student will have access to his/her own keyboard. Upon completion of this course, students will have a strong grasp of keyboard technique and will have acquired a basic knowledge of music theory. Taking this class will be particularly helpful to vocalists and instrumentalists. **Open to students in all grades.**

880 Piano II**Length: Semester****Credits: 2**

Prerequisites: Grade of B+ or higher in 878 Introduction to Piano or approval from teacher.

This course is for students who have already taken 878 Introduction to Piano or for students who have studied outside of school and are playing at an intermediate level. Students will continue their piano studies, progressing to a more advanced level of playing. **Open to Sophomores, Juniors, and Seniors.**

881 Music History of Rock & Roll**Length: Semester****Credits: 2**

Take this trip through history (from the early 1900s to present day) using rock and roll as your tour guide. You will experience the early years of rock and roll, discovering its origin and how it has evolved over time. Students will listen to (and dissect) rock and roll music from each era, finding out why this music means so much to the youth of each generation. **Open to students in all grades.**

887 Introduction to Digital Media**Length: Semester****Credits: 2**

This course is designed for the student who is new to music technology and has an interest in composing and creating music. The focus of this course is on MIDI basics hands-on exploration, skill development of electronic instruments, notation and sequencing, and using various types of music software. **Open to students in all grades.**

Music Performance Ensembles (For Credit):**874 Mixed Choir****Length: Full Year****Credits: 2**

Prerequisites: Rental or purchase of formal concert attire (financial assistance is available).

Mixed Choir is a full-year, every-other-day choral ensemble open to all students (soprano, alto, tenor, and bass). Prior experience singing in a choir is beneficial, but not necessary. The group performs a wide variety of intermediate-level SATB choral music, including classical, world music, American folk songs, spirituals, musical theater, popular music, and works by contemporary composers. Particular emphasis is placed on improving students' music literacy, sight-singing ability, vocal production, and ensemble skills. Mixed Choir performs at major concerts, including Winter Songfest, ArtsFest, and Spring into Song. **Open to students in all grades. You must have approval from the choral director to take this course for only one semester.**

870 Treble Choir**Length: Semester****Credits: 2**

Treble Choir is a fall semester choral ensemble for treble voices only (soprano and alto, typically female or unchanged male voices). This is a good option for students who enjoy singing but are unable to make the full-year commitment to Mixed Choir. All students are welcome, regardless of level of experience. The group performs a wide variety of SA and SSA choral music, including classical, world music, American folk songs, spirituals, musical theater, popular music, and works by contemporary composers. Particular emphasis is placed on improving students' music literacy, sight-singing ability, vocal production, and ensemble skills. Treble Choir performs at major concerts in the fall and winter, including Winter Songfest. **Open to soprano and alto singers in all grades. Fall semester only.**

871 Select Choir**Length: Full Year****Credits: 2**

Prerequisites: Rental or purchase of formal concert attire (financial assistance is available).

Select Choir is a full-year, every-other-day choral ensemble open to all students (soprano, alto, tenor, and bass). All students wishing to be in Select Choir must audition in March for the following school year. As the name implies, Select Choir is an auditioned group of accomplished choral musicians that performs advanced SATB divisi music. Members also perform musical theater and popular music as part of two small ensembles: Fermata Nowhere and the Crescendudes. As a member, you will be expected to hold yourself to a high level of work ethic, skill, and independence. Select Choir performs frequently during the school year, including major concerts, fundraisers, school events, festivals, competitions, and other activities where suitable. **Open to students in all grades. Audition required. You must have approval from the choral director to take this course for only one semester.**

884 Symphonic Band**Length: Full Year****Credits: 2**

Symphonic Band is a full-year, every-other-day course open to all students. This group is a performance ensemble consisting of woodwinds, brass, and percussion instrumentalists who have reached the intermediate level in technique and musicianship. Students develop knowledge and skills in ensemble balance, tone production, sight reading, musical terms, and historical information as they pertain to the music that is prepared and performed in a caring, supportive atmosphere. This group meets during the school day and is an opportunity to participate in an instrumental ensemble with fewer performing obligations. In addition to regular school-day rehearsals, students will also rehearse one evening a month (schedule to be announced in September).

872 Jazz Ensemble**Length: Full Year****Credits: 4**

All students wishing to be in Jazz Ensemble must audition in March for the following school year. Jazz Ensemble will perform at concerts, assemblies, competitions, festivals, trips when applicable, civic functions, and other activities where suitable. Students will also be expected to use technology to improve basic musicianship skills and improvisational skills. In addition to class time students will also rehearse on Wednesday evenings from 6:00-8:30 PM and Saturday mornings from 8:30 AM – 1:00 PM (post-Marching Band season), and during February vacation (Tuesday, Wednesday, and Saturday). Students will be charged a user fee due to the co-curricular portion of this class. **Open to students in all grades. Auditioned required. You must have approval from the band director to take this course for only one semester or every other day.**

RCTV at RMHS

RCTV sponsors several media arts courses at the high school. These hands-on, project-based courses offer students in all grades an opportunity to explore TV and film production using up-to-date video cameras and technology. Note: RCTV elective classes are taken for credit, but do not fulfill the RMHS fine and performing arts graduation requirement.

| | |
|---------------------|--|
| | 9th - 12th Grade |
| Introductory | 730 TV Production 731 Film Production 732 Broadcasting |

730 TV Production

Length: Semester

Credits: 2

This course is an introduction to the basic principles of television production. The class includes operation of video cameras, shot composition, lighting, staging, and non-linear digital editing. **Students taking this class will also be expected to complete a Crew Call*.**

731 Film Production

Length: Semester

Credits: 2

This course is an introduction to the fundamentals of film production. Students will learn hands-on film creation skills including pre-production, aesthetics, sound, visual effects, and technical production. **Students taking this class will also be expected to complete a Crew Call*.**

732 Broadcasting

Length: Semester

Credits: 2

In this course, students will learn the basics of TV broadcasting, including on-camera and behind-the-scenes technical proficiency and journalistic skills. Students will work on a weekly broadcast such as "Inside RMHS" (news magazine show) to produce content and segments on an ongoing basis. **Students taking this class will also be expected to complete a Crew Call*.**

**Crew call description: you will be filming something outside of school, such as a sports game, school event, or RCTV event to practice filming a live event that will later be used as programming at RCTV.*

WELLNESS EDUCATION

The Reading Memorial High School physical education curriculum aligns with both the National Association for Sport and Physical Education standards and the Massachusetts Comprehensive Health Curriculum Frameworks. Students are required to successfully complete one physical education course every year as a requirement for graduation. Each course is designed to challenge students mentally, physically, and socially. Students will develop positive relationships, communicate honestly and respectfully, work cooperatively, value and express themselves creatively, and challenge themselves to reach high expectations and goals while acting with respect, integrity, and compassion. Each course provides students with an opportunity to grow individually in a physically challenging environment. Students will learn and be able to develop the knowledge and skills needed to be physically active and fit for a lifetime.

| | 9 th Grade | 10 th Grade | 11 th Grade Options | 12 th Grade Options |
|---|--|--|---|---|
| Health Education (Graduation Requirement) | Intro to Health | | Health Issues Peer Leadership The Power of Nutritional Choice | |
| Wellness Education (Graduation Requirement) | Freshman/ Sophomore Wellness Unified Physical Education | Freshman/ Sophomore Wellness Unified Physical Education | Junior/ Senior Wellness Unified Physical Education | Junior/ Senior Wellness Unified Physical Education |
| Health and Wellness Education (Full Year Elective) | | | Child Development | Child Development |

917 Freshman/Sophomore Wellness

Length: Semester Credits: 1

This course is designed to introduce students to the benefits, methods and safety precautions relative to musculoskeletal growth and development. Very basic anatomy and physiology of muscles and their response to training will be covered. Students will learn to assess, achieve, and maintain an appropriate level of muscular fitness. Using properly applied progressive resistance training; students will learn the correct form and technique when training with selected machines and free weights. Through this course, students will be able to further assess and develop their personal health related fitness plan from their middle school experience. The Adventure Programming unit of instruction, encourages students to work together in a cooperative manner to accomplish a common goal. It is designed to increase self-confidence, develop communication skills, enhance mutual support for each other, gain better appreciation of individual differences, gain trust in oneself and others, and foster better cooperation in a group. Traditional physical education experiences, emerging student choice for wellness activities, and CPR certification will also be provided for students during this course. **Fall semester only.** *Classes meet three days in the seven-day cycle.*

931 Junior/Senior Wellness

Length: Semester Credits: 1

This program is based upon the concept that prior wellness education experiences will allow students to make effective decisions regarding which activities they choose to engage in given specific options. Activities will include: invasion games (ultimate frisbee, team handball), target games (golf, archery and bocce), net and racquet games (badminton, pickle ball, volleyball) rock climbing and advanced adventure activities, aerobic/fitness activities (dance-dance revolution, cardio machines, yoga, Pilates, kick boxing), fencing, strength training in the RMHS Fitness Center, and more. **Spring semester only.** *Classes meet three days in the seven-day cycle.*

932 Unified Physical Education**Length: Semester Credits: 1**

Unified physical education is an elective course designed for students interested in working with students who have special needs. Throughout the course, students will work one-on-one with students who have cognitive and physical disabilities in an active setting. The physical education curriculum will be taught by the physical education teacher and will be assisted by the upper classman students working one-on-one with students with special needs as a support to help guide them through the following lifetime activities: cooperative games, locomotor skills and patterns, striking, throwing, short and long handed implements, and fitness. Students in this course will learn how to provide a positive movement learning experience to students with special needs; increase their knowledge on different abilities; learn strategies to support students in the development of movement skills in the areas of gross motor patterns, manipulative skills, striking skills, and fitness; and help foster a positive learning and social environment for students with special needs. **Open to Freshman-Senior PE Students for PE Credit with Approval by Health and Wellness Department. Fall Semester only for Freshman and Sophomore students. Spring semester only for Junior and Senior students.** *Classes meet three days in the seven-day cycle.*

HEALTH EDUCATION

The Reading Memorial High School health education curriculum aligns with both the National Health Education Standards and the Massachusetts Comprehensive Health Curriculum Frameworks. Two courses are required for graduation. The Intro to Health course is designed for freshmen year students and Health Issues, Peer Leadership, and the Power of Nutritional Choice are designed for students in their junior year. Junior year students must choose either Health Issues, Peer Leadership, or the Power of Nutritional Choice, as their required health course. Through the successful completion of these required health education courses, students will be able to demonstrate real world applications of the knowledge and skills needed to lead healthy, resilient lifestyles. Students will also learn how to make informed decisions regarding the health and well-being of themselves and others. One full year elective course, Child Development, is currently offered. Child Development is a junior/senior year-long elective. Within each course students will be expected to cultivate positive relationships, communicate honestly and respectfully, work cooperatively, value and express creatively, and challenge themselves to reach high expectations and goals.

915 Intro to Health

Length: Semester

Credits: 1

This course, required of all freshman students, is a continuation of the skills-based health model that was initiated in elementary and middle schools. This research-based curriculum is nationally renowned and has proven in studies to have effectively reduced student at risk behaviors related to the use of alcohol, tobacco and other drugs. In addition, strategies are employed that will assist decision making with regard to human sexuality, and relationships with family and friends. The Intro to Health program will also help students to plan positive behaviors as they relate to the physical and intellectual aspects of wellness.

Spring semester only. *Classes meet three days in the seven-day cycle.*

930 Health Issues

Length: Semester

Credits: 1

This course is required for all students during their junior year and builds upon earlier health education programs at a time when new issues facing high school students and young adults require thoughtful decision making. Health Issues provides relevant age-appropriate information with emphasis on discussion and skills-based learning. Topics include but are not limited to: substance use and abuse, personal safety and relationships, stress reduction and human sexuality. This course will readily assist our students now and in the future. **Fall semester only.** *Classes meet three days in the seven-day cycle.*

918 Peer Leadership

Length: Semester

Credits: 1

Peer Leaders will focus on positive methods of responding to 21st Century challenges and pressures of adolescence. Skill building work guided by the National Health Education Standards and Skills will be the core of the course along with embedded content in the areas of stress management, alcohol, tobacco, and other drugs, and sexuality and reproduction. Peer Leaders will have an opportunity to work with high school peers and with middle school students, sharing experiences that will enhance self-esteem, healthy decision making, and resisting negative peer pressure.

Fall semester only. *Classes meet three days in the seven-day cycle.*

919 The Power of Nutritional Choice

Length: Semester

Credits: 1

Do you wonder how to "Fuel the Teen Machine?" Students interested in becoming empowered with the tools necessary to make healthy lifestyle decisions will benefit from this course. You will find the answers to: How do you gain nutritional balance to maintain the energy for family, school, friends, and...life? How do you detect myth from fact in choosing the components of your diet (what you eat and your lifestyle, not what you exclude)? How do you use current resources to create your personal plan to perform at your optimal level? Skill building work guided by the National Health Education Standards and Skills will be the core of the course along with embedded content in the areas of stress management, alcohol, tobacco, and other drugs, nutrition, and sports nutrition. The POWER OF HEALTHY NUTRITIONAL CHOICE is yours!

Fall semester only. *Classes meet three days in the seven-day cycle.*

155 Child Development and Early Childhood Education Length: Full Year Credits: 4

This elective course is designed to introduce students to the development of children between the ages of birth and age seven. Students will study child developmental theory, gaining an understanding of the emotional, social, physical and cognitive changes that take place during a child's early years. They will be introduced to theme development, behavior management, lesson plan development and observation/assessment skills. **Open to Juniors and Seniors.**

SPECIAL EDUCATION

The RMHS Special Education Department believes that all students can learn; our goal is to meet the educational needs of students with disabilities. While recognizing and understanding the unique learning style of each student, the RMHS educational community promotes student independence and self-advocacy and strives for the educational success of every student. The learning process is supported by the implementation of the educational goals, objectives and strategies outlined in the students' IEP, which will enable the students to realize and access their potential.

The Special Education Department at RMHS supports students in the least restrictive educational environment and works cooperatively with students and their families. It is important that ongoing communication is established which supports students' and their parents so that all members of the TEAM work as partners in supporting students' educational process.

The RMHS Special Education Department works closely with both middle schools to plan for the transitional needs of the incoming ninth graders. It is our mission to provide a continuum of support, which enables students to learn more effectively, to understand their learning style and to become successful and competent adults.

The Special Education staff work cooperatively with regular education teachers to individualize and supplement the curriculum to meet the needs of students. In general, classroom materials are used to develop skills in reading comprehension, written expression, mathematics and study skills such as note-taking, outlining, research, and test preparation. Additionally, supported classes are available which allows special and regular education staff to share instructional techniques and strategies and to coordinate services for individual students.

Team meetings are held with parents, students, and staff to review assessment information and academic progress in the current program placement. As part of this process, the team will discuss and decide upon the most appropriate support for the student based upon his/her individual needs with a goal of assisting the student in making effective progress. Individualized Educational Programs (IEP'S) specify programming that supports the student in the least restrictive environment.

At RMHS, a wide range of services may be available to students. Involvement with any Special Education service must be determined by the TEAM and be included in the IEP.

UNIQUE COURSE OFFERINGS & INTERNSHIPS

Independent Study

Length: Full Year or Semester Credits: 2 per semester

The option of independent study is designed for seniors who wish to do advanced work in any subject area. The option allows students to pursue material in greater depth than is usually covered in existing class options. Independent study work is pursued above and beyond regular class requirements and involves significant independent research, data gathering and analysis, or work on an advanced project. In order for a student to properly contract for independent study:

- The student will discuss with his/her teacher what special project(s) or independent study s/he desires to undertake.
- Upon receiving tentative verbal approval from his/her teacher, the student will write a proposal or contract spelling out in detail what it is s/he proposes to study and how, including a timetable for checking progress with the teacher.
- The student's proposal or contract will be reviewed by the teacher, Department Chair, and Principal.
- If the proposal is approved by the teacher, Department Chair, and Principal, the student begins to carry out the provisions of the contract.
- Upon successful completion of the proposal or contract, the student will receive an appropriate grade and credits.

The Senior Intern Program is an opportunity for students to maximize an authentic learning experience. Students will have the opportunity during the fourth quarter to interact with a workplace, invent a project of the design, or explore a topic of interest. Ultimately, the student will prepare a presentation defining the experience. Prior to the start of your internship, the student will submit a proposal that will establish guidelines, expectations and deadlines for the project.

In order for the proposal to be accepted, the student must be a student in good standing for graduation having no grades lower than a C- during the senior year. Students may not have violated the discipline policy or attendance policy, as outlined in the student handbook, during their senior year. Students enrolled in AP courses, must remain in the course until the completion of the AP exam. Students may participate in the Internship program on an abbreviated basis until the completion of the exams