

Reading Memorial High School

2022-2023

Program of Studies



READING MEMORIAL HIGH SCHOOL

781-944-8200

ADMINISTRATION

Kevin Tracey, Principal
Kathleen Buckley, Assistant Principal
Jessica Theriault, Assistant Principal
Thomas Zaya, Assistant Principal for Athletics & Student Activities

DEPARTMENT CHAIRS

Danja Mahoney	World Languages
Adam Blaustein	Special Education
John Fiore	Social Studies
Katherine Fiorello	Health & Wellness
Tina Nutter	Special Education
Mary Anne Lynn	Science
David Mosher	Fine & Performing Arts
Allyson Williams	Mathematics & Business
Michael McSweeney	English

SCHOOL COUNSELING DEPARTMENT

781-942-9135

Director of School Counseling

Lynna Williams

School Counselors

Jennifer Keaney
Maura Keefe
Steve Kennedy
Meaghan Rondeau
Ryan Sacco
Kara Santa Maria

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 Photo: "Front of RMHS" by RMHS Student Colin Williamson, Class of 2022

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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 Languages 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 school 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 to 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. Any 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 courses 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 and UGPA. 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 or UGPA. 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 final 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	College Preparatory		Honors		AP	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
A/A+	4.0	4.0	4.0	4.5	4.0	5.0
A-	3.7	3.7	3.7	4.2	3.7	4.7
B+	3.3	3.3	3.3	3.8	3.3	4.3
B	3.0	3.0	3.0	3.5	3.0	4.0
B-	2.7	2.7	2.7	3.2	2.7	3.7
C+	2.3	2.3	2.3	2.8	2.3	3.3
C	2.0	2.0	2.0	2.5	2.0	3.0
C-	1.7	1.7	1.7	2.2	1.7	2.7
D+	1.3	1.3	1.3	1.8	1.3	2.3
D	1.0	1.0	1.0	1.5	1.0	2.0
D-	.7	.7	.7	1.2	.7	1.7
F	0	0	0	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 Senior 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.

021 Honors English 10: American Literature & Composition H**Length: Full Year****Credits: 4**

This is a full-year honors level course designed for students who have demonstrated advanced reading and writing skills in English. The curriculum focuses on a study of American literature, vocabulary development, composition skills, and analytical thinking and writing. Texts studied include *The Scarlet Letter*, *Into the Wild*, *A Raisin in the Sun*, and the poetry of Emily Dickinson and Walt Whitman.

022 English 10: The Search for Self**Length: Full Year****Credits: 4**

This full-year course will explore the theme of self-discovery. As students read works of literature that explore this enduring theme, they study the ways in which one's search for self is influenced by history, culture, language, and politics. Writing instruction focuses on literary analysis essay writing. Works studied include *The Catcher in the Rye*, *The Absolutely True Diary of a Part-Time Indian*, and *A Raisin in the Sun*, in addition to Transcendentalist literature, short stories, novels, and nonfiction pieces.

030 AP Language & Composition**Length: Full Year****Credits: 4**

This introductory college-level course is for students who have performed exceptionally in sophomore Honors English and who are careful, critical readers and writers. Dedication to reading and writing prolifically is a must. Students should bring to the course sufficient command of mechanical conventions and an ability to read and discuss challenging prose. Course materials range from narrative, expository, analytical, personal, to argumentative. Students analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. They are expected to read critically, think analytically, and communicate clearly both in writing and speech. Through close reading and frequent writing, committed students will develop their ability to work with language and text with greater awareness of purpose, strategy, and audience thereby developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in any given text. Research writing is also a course component. Students are expected to commit to a minimum of five hours of coursework per week outside of class. Effective time management is important. *Students taking this course should expect to take the College Board's AP Language & Composition exam in May.*

031 Honors English 11: The Power of Narrative**Length: Full Year****Credits: 4**

This full-year course is designed for students who have achieved well in English and demonstrate a high level of interest and motivation in the study of literature. The course explores the place of narrative, or story, in the human experience. From epics, to ballads, to novels, to motion pictures, narratives have enriched our lives by educating us, challenging us, and entertaining us. In addition to a great deal of reading, there is an emphasis on writing skills, critical thinking, and vocabulary development. Students will demonstrate their understanding of the elements of narrative by composing several personal narratives. Course readings may include *Beowulf*, *Their Eyes Were Watching God*, A Shakespearean play, selected poems and nonfiction pieces, and a variety of scholarly essays.

032 English 11: The Power of Narrative**Length: Full Year****Credits: 4**

This full-year course explores the place of narrative, or story, in the human experience. From epics, to ballads, to novels, to motion pictures, narratives have enriched our lives by educating us, challenging us, and entertaining us. This course includes the study of fiction and nonfiction narratives from ancient and contemporary sources. Students will continue to write essays of literary analysis, and students will demonstrate their understanding of the elements of narrative by composing several personal narratives. Works studied include *Beowulf*, *The Things They Carried*, *The Great Gatsby*, selections from the Harlem Renaissance, and a varied selection of classical and contemporary genres.

040 AP Literature & Composition 12**Length: Full Year****Credits: 4**

This course is for the select student who has demonstrated both superior ability and extraordinary interest in the study of literature. Students who can comprehend sophisticated works of literature independently and write with fluency and command of vocabulary will be candidates for this course. This course is the most intensive study of literature offered by the English department. In addition to prose fiction, poetry, and drama, students will examine works of scholarly analysis representing various schools of critical thought. Course readings, combined with consideration of readings completed in previous English courses, will stimulate vigorous discussion of the literary works that articulate and define the contemporary condition. Frequent analytical writing assignments will be an essential component of the course. Authors studied may include Joyce, Woolf, Nabokov, Shakespeare, Fitzgerald, Eliot, O'Neill, Faulkner, Bellow, Wharton, Frost, Lowell, Bishop, Plath, and Conrad.

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 is centered on 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 Democracy in the Age of Social Media Race, Culture and the Classroom	Law Psychology Social Media WW2 European WW2 Pacific Field Seminar Race, Culture and the Classroom
Full Year Electives			Facing History	AP US History AP Euro History AP US Government Honors World Issues Facing History Epidemic Disease Field Seminar

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 1700 to the late 1800's. 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 1700 to 1800's. 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 19, 2022.

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

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 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 college-preparatory level. Honors weighting will be designated for students who successfully complete additional coursework. **Open to Seniors.**

175 Honors Race, Culture, and the Classroom

Length: Semester Credits: 2

176 Race, Culture, and the Classroom

Length: Semester Credits: 2

In this semester course open to juniors and seniors, students will explore and critically examine the issues of race and racism in American society with a particular focus on the treatment of race in the classroom. The course pulls from historical, sociological, intellectual, economic, political and psychological perspectives. Students will be exposed to and asked to analyze a variety of points of view throughout history to give context to current and past race relations and racial biases, to build a sense of understanding, and to break down misconceptions. Emphasis will be on developing and strengthening student voice using journals, interviews, and extensive class discussions. Students may choose to pursue Honors or CP weighting.

MATHEMATICS

The goal of the RMHS Mathematics Department is to help students of all abilities reach their potential in a supportive, academically-focused environment. 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/>.

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 TI-84 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

Teachers use current and past performance as well as their professional judgment when recommending students for courses. In general, students who are in an honors-level course should maintain an average of B or better to continue to the next course in the sequence. However, due to the interruptions in learning over the past few years due to COVID, teachers may deviate from this expectation if their professional judgment and experience indicates that a change of level is in the best interest of the student.

Math Course Offerings

The pathways shown below include instruction at Advanced Placement, Honors, and College Preparatory 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	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 or Algebra 1	Honors Geometry or Geometry	Honors Algebra 2 or Algebra 2 AND Honors Analytic Trigonometry (one semester)	Calculus and/or AP Statistics
	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.

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. Students must be recommended to start their work at the honors level by their teacher. Recommendations will be based on the current grade and the teacher's professional judgment.

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. Students must be recommended to start or continue their work at the honors level by their teacher. Recommendations will be based on the current grade and the teacher's professional judgment.

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. Students must be recommended to continue their work at the honors level by their teacher. Recommendations will be based on the current grade and the teacher's professional judgment.

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.

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. Students must be recommended to continue their work at the honors level by their teacher. Recommendations will be based on the current grade and the teacher's professional judgment.

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. Students must be recommended to pursue AP-level work by their teacher. Recommendations will be based on the current grade and the teacher's professional judgment.

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 Graphing Calculators for use in this and future courses. Students must be recommended to pursue AP-level work by their teacher. Recommendations will be based on the current grade and the teacher's professional judgment.

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. Students must be recommended to participate in this acceleration pathway by their teacher. Recommendations will be based on the current grade and the teacher's professional judgment.

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. This course can satisfy the Business & Technology requirement. Students must be recommended to pursue AP-level work by their teacher. Recommendations will be based on the current grade and the teacher's professional judgment.

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, 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	332 Chemistry	370 and 372 Environmental Issues	343 Conceptual Physics
			343 Conceptual Physics	370 and 372 Environmental Issues
3	322 Biology	335 Introduction to Physics	332 Chemistry	370 and 372 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 meets 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 Covid-19

329 History and Science of Epidemic Disease: The Black Death to Covid-19

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 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 meets 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 meets 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 an advanced 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 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 meets 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 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 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 peoples. 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 Languages Department offers a four- or five-year course sequence and recommends that students continue their study for as long as possible.

A student's level of World Language study is not determined by their grade year at RMHS. A student's previous language experience and mastery will determine which level of language they study each year. Students may choose to change languages or elect to take more than one language, depending on their own interests and future goals. Many students come to RMHS having met the requirements for the first year of language study, and with a recommendation from their previous language teacher, may move directly into the second year of that language. Based on discussions with a guidance counselor and previous language teacher, students may proceed through the following course sequences for world language classes.

Required courses: Students must pass two years of language study at Reading Memorial High School.

Latin Studies 1	Latin Studies 2	Latin 2	Latin 3H	Latin 4H	
Latin 1					
French 1		French 2	French 3 French 3H	French 4 French 4H	French 5 / 5H AP French
Spanish Studies 1	Spanish Studies 2	Spanish 2	Spanish 3 Spanish 3H	Spanish 4 Spanish 4H	Spanish 5 / 5H AP Spanish
Spanish 1					

409 Latin Studies 1**Length: Full Year Credits: 4**

Latin Studies 1, together with Latin Studies II, provides a two-year sequence that satisfies the school's world language graduation requirement. Students will learn the basics of Latin grammar and accumulate a substantial Latin vocabulary. Students learn to make strong connections between Latin roots and English derivatives. Latin Studies 1 emphasizes development of strong language learning skills with a focus on Latin literature and Roman culture + mythology. Students in Latin Studies 1 progress to reading simple Latin stories, acquiring and retaining vocabulary. Creative projects include exploration of Roman culture and mythology. With successful completion of this course, students will be at the Novice Mid level of the ACL Standards for Classical Language Learning and will be prepared to advance to Latin Studies 2 or Latin 1. Offered beginning in grade 9

410 Latin Studies 2**Length: Full Year Credits: 4**

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

Latin Studies 2 is the second half of a two-year world language sequence. Students will add to the foundation of Latin learning from Latin Studies 1. Students will consolidate grammar and previously learned vocabulary, and will strengthen Latin reading skills. Students will continue to build connections between Latin root words and English derivatives. Latin Studies 2 emphasizes increased development of language learning skills with a focus on reading authentic Latin stories based on Roman mythology and culture. Students in Latin Studies 2 will read increasingly complex language and make comparisons to the world and literature they know. With successful completion of this course, students will be at the Novice High level of the ACL Standards for Classical Language Learning and will be prepared to advance to Latin 2. Offered beginning in grade 10.

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

Fundamentals of Latin is an introductory course in Latin language and Roman culture for any interested students regardless of previous language experience. Students accumulate a substantial Latin vocabulary and learn the basics of Latin grammar while reading adapted Latin stories set in an ancient Roman context. Students learn English derivatives as a complement to their vocabulary study and learn to make connections between Latin roots and English words. Latin 1 emphasizes the development of strong reading comprehension skills in Latin. Students complete creative projects each quarter to demonstrate their knowledge of Roman culture, mythology, and Latin's influence on the English language. Students in Latin I progress to reading increasingly complex Latin stories and retaining vocabulary words and grammar in context. With successful completion of the course, students will be at the Novice High level of the ACL Standards for Classical Language Learning and will be prepared to advance to Latin 2.

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

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

Students in Latin 2 accumulate substantial Latin vocabulary, building upon what they have learned in Latin 1. Students extend their study of noun cases, pronouns, and adjective forms. They learn the active and passive conjugation of six verb tenses, and study participles and subjunctive forms. Students learn English derivatives as a complement to their vocabulary study and make connections between Latin roots and English words. Each chapter in the textbook continues the story about a Roman family (begun in Latin 1) and the course emphasizes the development of strong reading comprehension skills in the target language. Students complete creative and cooperative projects each quarter to demonstrate their knowledge of Roman culture, mythology, and Latin's influence on the English language. Students in Latin 2 can translate increasingly complex Latin stories and can demonstrate mastery of vocabulary and recognize grammar. With successful completion of Latin 2, students will be at the Intermediate Mid level of the ACL Standards for Classical Language Learning.

416 Honors Advanced Latin (A): Latin Literature (offered 2021-22)**Length: Full Year Credits: 4**

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

Latin 3 / 4 Honors 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, then B curriculum the following year). The A curriculum includes study of Latin literature, with a focus on themes of mythology and hospitality and readings by Ovid and Petronius. Students will learn new Latin vocabulary and expand their knowledge of grammatical structures. This course is meant for students who have successfully completed Latin 2 or Honors Advanced Latin (B) and wish to continue with advanced language study. With successful

completion of Latin 3H, students will be at the Intermediate High level of the Standards for Classical Language Learning. With successful completion of Latin 4 students will be at the Advanced Low level of the Standards for Classical Language Learning.

**417 Honors Advanced Latin (B): Roman Authors
(offered 2022-23)**

Length: Full Year Credits: 4

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

Latin 3 / 4 Honors 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, then B curriculum the following year) so that students do not repeat material. The B curriculum (offered in 2022-2023) examines Latin fables, journals, and poems, and features the writing of Aesop, Perpetua, and Catullus. Students will learn new Latin vocabulary and expand their knowledge of grammatical structures. A strong emphasis is placed on refining Latin reading skills and using literature as a foundation for exploring Roman culture and history. This course is meant for students who have successfully completed Latin 2 or Honors Advanced Latin (A) and wish to continue with advanced language study. With successful completion of Latin 3, students will be at the Intermediate High level of the Standards for Classical Language Learning. With successful completion of Latin 4 students will be at the Advanced Low level of the Standards for Classical Language Learning.

437 French 1

Length: Full Year Credits: 4

Fundamentals of French 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 reading, writing, speaking and listening comprehension to prepare students to continue in French 2. With successful completion of the course, students will be at the Novice High level of the ACTFL Performance Standards and prepared to advance to 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

This is a continuation of French 1 for students who have successfully mastered the vocabulary and structures presented in French 1 at the high school or two years of middle school French. Students are introduced to additional language structures. Students listen to authentic listening exercises of native speakers; develop writing skills through daily homework assignments and written/creative paragraphs; foster reading skills through short readings; increase speaking skills through classroom discussions, group and pair work. There is a specific emphasis on improving pronunciation and proficiency in French. This course is taught primarily in French for exposure to the language, and at times in English to clarify some of the more difficult concepts. Students in French 2 will demonstrate mastery of performance and receptive language skills with growing independent production of language both spoken and written. With successful completion of the course, students will be at the Intermediate Low level of the ACTFL Performance Standards and prepared to advance to French 3.

442 Honors French 3

Length: Full Year Credits: 4

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

French 3 Honors focuses on advanced application of the French language. Emphasis is on being able to communicate effectively in various thematic settings. The course is structured in thematic units ranging from personal descriptions to staying healthy, and travel. Students' listening skills are improved through daily exposure to level-appropriate French in regular classroom communication and the frequent use of audio/video. Grammar concepts are incorporated as needed throughout thematic units. This course is designed for students who wish to continue their language study and improve their speaking, reading, writing and listening skills in the target language. Students in Honors French 3 will demonstrate greater mastery of performance and receptive language skills with increased independent production of language both spoken and written. Students in Honors French 3 will demonstrate increased mastery of vocabulary and grammatical concepts with increasing complexity and receive nearly all instruction in French. With successful completion of the course, students will be at the Intermediate Mid level of the ACTFL Performance Standards.

443 French 3

Length: Full Year Credits: 4

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

French 3 focuses on practical application of the target language. Emphasis is on being able to communicate effectively in various thematic settings. The course is structured in thematic units ranging from personal descriptions to staying healthy, and travel. Students' listening skills are improved through daily exposure to level-appropriate French in regular classroom communication and the frequent use of audio/video. Grammar concepts are incorporated as needed throughout thematic units. This course is designed for students who wish to continue their language study and improve their speaking, reading, writing and listening skills in the target language. Students in French 3 will demonstrate greater mastery of performance and receptive language skills with increased independent production of language both spoken and written. With successful completion of the course, students will be at the Intermediate Low level of the ACTFL Performance Standards.

444 Honors French 4

Length: Full Year

Credits: 4

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

Honors French 4 is an advanced course, taught primarily in French, that prepares students for AP French. The Honors French 4 class is designed to build on students' overall proficiency in 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. Authentic 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. A variety of authentic resources proficiency-based tasks allow students to continue to build toward language mastery. With successful completion of the course, students will be at the Intermediate High level of the ACTFL Performance Standards and will be prepared to advance to AP French Language and Culture or French Honors 5.

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

448 French 5H

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: C in French 4 and teacher recommendation

French 4/5 course is an elective combined class and is designed to build on students' overall proficiency in basic language skills (listening, speaking, reading, and writing) through a survey of 19th and 20th century French literature. A different course of study is taught in alternating years so that students do not repeat material. 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. Authentic 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. A variety of authentic resources and proficiency-based tasks allow students to continue to increase mastery. This course is meant for students who have successfully completed French 3 or French 3H, and have a desire to continue language study, with a greater focus on communication, culture, and production of language. French 5 can be taken at the honors or college-preparatory levels; honors weighting can be earned based on the completion of varied forms of assessments, as students enrolled in this course are grouped heterogeneously. With successful completion of the course, students will be at the Intermediate Mid level of the ACTFL Performance Standards.

447 AP French Language and Culture

Length: Full Year

Credits: 4

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

The AP French Language and Culture is a rigorous course equivalent to a college course. The course is conducted exclusively in French and students are expected to communicate in French as well. This course prepares the students for the AP exam administered by the College Board every year in May; and students who take the AP exam may qualify for credit and/or advanced placement in college. The AP French Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills to real-life situations. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts through books, films, literature, articles etc. Mastery of grammar, syntax, and idiomatic expressions will be emphasized. The class covers a variety of societal and cultural issues that are important to our global community with an emphasis on making cultural connections between the students' community and those of the French speaking world.

With successful completion of the course, students will be at the Advanced Low proficiency level of the ACTFL Performance Standards.

470 Spanish Studies 1

Length: Full Year Credits: 4

Spanish Studies 1, together with Spanish Studies II, provides a two-year sequence that satisfies the school's world language graduation requirement for students who have had no previous experience in language learning and will benefit from a slower pace for acquiring language. The purpose of this course is to present the basic structures and vocabulary of the language with particular emphasis on writing, speaking and listening comprehension to begin the path to Spanish proficiency. Spanish Studies 1 emphasizes development of language learning skills with a focus on strategies for language acquisition. With successful completion of this course, students will be at the Novice Mid level of the ACTFL Performance Standards and will be prepared to advance to Spanish Studies 2 or Spanish 1. Offered beginning in grade 9

471 Spanish Studies 2

Length: Full Year Credits: 4

Suggested Prerequisite Skills: Completion of Spanish Studies 1 with passing grade.

Spanish Studies 2 is the second half of a two-year world language learning sequence. Students will build on the prior Spanish learning and vocabulary acquisition from Spanish Studies 1. Spanish Studies 2 emphasizes reading, writing, speaking and listening comprehension to continue on the path to Spanish proficiency. With successful completion

450 Spanish 1

Length: Full Year

Credits: 4

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 writing, speaking and listening comprehension to prepare students to continue in Spanish 2. With successful completion of the course, students will be at the Novice High level of the ACTFL Performance Standards and prepared to advance to Spanish 2.

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

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. Students are introduced to additional language structures. Students listen to authentic listening exercises of native speakers; develop writing skills through daily homework assignments and written/creative paragraphs; foster reading skills through short readings; increase speaking skills through classroom discussions, group and pair work. Students will read articles and stories which increase the students' cultural knowledge and literacy in Spanish. There is a specific emphasis on improving pronunciation and proficiency in Spanish. This course is taught primarily in Spanish for exposure to the language, and at times in English to clarify some of the more difficult concepts. Students in Honors Spanish 2 will demonstrate greater mastery of performance and receptive language skills with increased independent production of language both spoken and written. With successful completion of the course, students will be at the Intermediate Low level of the ACTFL Performance Standards and prepared to advance to Spanish 3.

453 Honors Spanish 3

Length: Full Year

Credits: 4

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

Spanish Honors focuses on practical application of the target language. Emphasis is on being able to communicate effectively in various thematic settings. It is structured in thematic units ranging from personal descriptions to travel and sightseeing. Students' listening skills are improved through daily exposure to level-appropriate Spanish in regular classroom communication and the frequent use of audio/video. Grammar concepts are incorporated as needed throughout thematic units. This course is designed for students who wish to continue their language study and improve their speaking, reading, writing and listening skills in the target language. Students in Honors Spanish 3 will demonstrate greater mastery of performance and receptive language skills with increased independent production of language both spoken and written. With successful completion of the course, students will be at the Intermediate Mid level of the ACTFL Performance Standards.

454 Spanish 3**Length: Full Year****Credits: 4***Suggested Prerequisite Skills: Teacher recommendation and a C- average in Spanish 2 Honors or Spanish 2*

Spanish 3 focuses on practical application of the target language. Emphasis is on being able to communicate effectively in various thematic settings. It is structured in thematic units ranging from personal descriptions to travel and sightseeing. Students' listening skills are improved through daily exposure to level-appropriate Spanish in regular classroom communication and the frequent use of audio/video. Grammar concepts are incorporated as needed throughout thematic units. This course is designed for students who wish to continue their language study and improve their speaking, reading, writing and listening skills in the target language. Students in Spanish 3 will demonstrate greater mastery of performance and receptive language skills with increased independent production of language both spoken and written. With successful completion of the course, students will be at the Intermediate Low level of the ACTFL Performance Standards.

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. A complete review of all grammatical structures and language application are included by way of historical texts, literature, current events, and popular entertainment. Students read, listen to, comprehend, discuss, speak and write about authentic texts, the history of the Spanish-speaking world, movies/documentaries/TV series, and news clips of current events. Writing assignments include creative essays, character analysis, and comparing and contrasting themes studied. Students are able to express their ideas in comprehensible Spanish and can participate in planned discussions and spontaneous conversation in the target language. With successful completion of the course, students will be at the Intermediate High level of the ACTFL Performance Standards and will be prepared to advance to AP Spanish.

457 Spanish 4**Length: Full Year****Credits: 4****458 Spanish 5****Length: Full Year****Credits: 4****456 Spanish 5H****Length: Full Year****Credits: 4***Suggested Prerequisite Skills: Teacher recommendation and a C+ average in Spanish 3 Honors or Spanish 4/Honors*

Spanish 4/5 is an elective 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, then B curriculum the following year) so that students do not repeat content. The A curriculum (offered in 2021-2022) will include study of an authentic Spanish television series, new vocabulary through thematic units, and a review of grammatical structures. The B curriculum (offered in 2022-2023) 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 use Spanish to investigate, explain, and analyze what they hear, read and view concerning a variety of topics. Students will improve their reading comprehension by reading authentic news, articles, poems, and other texts. They will 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 Spanish 3H, and have a desire to continue language study, with a greater focus on communication, culture, and production of language. Spanish 5 can be taken at the honors or college-preparatory levels; honors weighting can be earned based on the completion of varied forms of assessments, as students enrolled in this course are grouped heterogeneously. With successful completion of the course, students will be at the Intermediate Mid level of the ACTFL Performance Standards.

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.*

The AP Spanish Language and Culture is a rigorous course equivalent to a college course. The course is conducted exclusively in Spanish and students are expected to communicate in Spanish as well. This course prepares the students for the AP exam administered by the College Board every year in May; and students who take the AP exam may qualify for credit and/or advanced placement in college. The AP Spanish Language and Culture course emphasizes communication by applying interpersonal, interpretive,

and presentational skills to real-life situations. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts through books, films, literature, articles etc. Mastery of grammar, syntax, and idiomatic expressions will be emphasized. The class covers a variety of societal and cultural issues that are important to our global community with an emphasis on making cultural connections between the students' community and those of the Spanish speaking world. With successful completion of the course, students will be at the Advanced Low proficiency level of the ACTFL Performance Standards.

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.

Starting in the fall of 2022, we will be broadening our Computer Science offerings. All students may choose to enroll in Introduction to Computer Science or Java Programming. For freshmen and sophomores, these courses will be prerequisites for AP Computer Science courses. Juniors and seniors may still choose to take AP Computer Science A without a prerequisite so that they may follow their original plan of study. We anticipate that AP Computer Science Principles will be offered in the future for students who want to continue their study of the subject but are not interested in AP Computer Science A because of its focus on programming. If enrollment requests exceed available capacity for any course, then priority will be given to students based on grade and graduation needs.

Students are required to take and pass at least two semesters classes (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 Financial Literacy Introduction to Computer Science Java Programming	Intro to Business Financial Literacy Intro to Financial Accounting Introduction to Computer Science Java Programming	Financial Literacy Introduction to Marketing Introduction to Economics Entrepreneurship Intro to Financial Accounting	Retail Banking Financial Literacy Introduction to Marketing Introduction to Economics Entrepreneurship Entrepreneurship Intro to Financial Accounting
Full Year Courses		Retail Banking	AP Comp Sci A AP Statistics Retail Banking	AP Comp Sci A AP Statistics Work Study

511 Introduction to Financial Accounting

Length: Semester

Credits: 2

This “hands-on” semester course is extremely useful for anyone who plans on working in business, pursuing a college business administration degree, starting their own business, or simply wants a good foundation for business opportunities, employment, and post-secondary studies in all areas of business. Using computerized training software, students will learn and apply basic accounting industry principles and practices in operating a business by recording, summarizing, and reporting on financial transactions resulting from the operation of a business. Students will have exposure to business ethics, business structures, cultural diversity, technology, and real-world accounting situations including forensic accounting. Guest speakers will provide insight into the field of accounting including the many career opportunities and advancement in this profession. **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.**

570 Introduction to Computer Science**Length: Semester****Credits: 2**

This is a survey course of computer science topics. The target student is one who is not sure about CS but is interested in finding out. The course will cover blogging, network organization, HTML, website publishing, short introductions to programming in Scratch, and in Python, and robotics programming. The course will also include lessons in binary and hexadecimal number systems. There is no prerequisite for this course. After mastering this material, the student will be prepared to take AP Computer Science Principles or Java Programming.

572 Java Programming**Length: Semester****Credits: 2**

This is an introductory course in programming. Students will learn by writing and executing programs using the Java programming language. This is the language used for the AP CS A course. The course will cover variables, arithmetic operations, conditionals, loops, arrays, methods, and classes. Students will use an API (free software) to write and execute their programs. The course will also cover Discrete Math

topics including Binary and Hexadecimal number systems, matrices, graphs, Boolean Algebra, digital logic, and recursive functions. Open to sophomores, juniors, and seniors because a solid mastery of Algebra I is a prerequisite. No programming experience is necessary. This course will serve as preparation for the AP Computer Science A course.

580 AP Computer Science A

Length: Full Year

Credits: 4

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

For members of the Classes of 2025 and 2026, Java Programming will also be a prerequisite.

Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. *This course is endorsed by the College Board, giving students the opportunity to take the AP Computer Science A exam for college credit.* **Open to juniors and seniors.**

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 must be recommended to pursue AP-level work by their teacher. Recommendations will be based on the current grade and the teacher's professional judgment.

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

The arts are a fundamental expression of what it means to be human. All societies throughout the world display rich cultures embodied through their arts and artifacts.

The arts are a powerful voice of creative expression for all our students. Through the arts we are able to express our personal thoughts and feelings, our experiences within our communities, and our relationships to the larger world of which we are an integral part.

The arts are also an opportunity for students to examine, understand, and respond with their own process and works of art. Art not only communicates expression, but also our social and emotional well-being.

Our art courses provide students with a critical understanding and appreciation for the arts as well as providing the opportunity to develop their own voice through creative expression.

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 Foundations of Art, 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 higher-level courses for dedicated students and those considering the arts as a career. Students may also choose to participate in many of the co-curricular offerings after school.

VISUAL ARTS

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

Length: Semester

Credits: 2

In this course, students will be introduced to a variety of techniques while creating inventive and experimental animations. Students will use both digital and analogue techniques and focus on creating work using methods including stop motion, hand-drawn (using digital drawing tablets), and other approaches. Students will be introduced to industry-standard Adobe CC software, including Photoshop, Animate, After Effects, and Premiere. Projects include character development and storyboarding in preparation for a final animation. **Open to students in all grades.**

844 Graphic Design

Length: Semester

Credits: 2

This course will serve as a one-semester introduction to the area of graphic design. Through hands-on experience, students will learn the basic skills used in the preparation and production of simplified printed items. Students will concentrate on professional communication projects ranging from concept development through print. The class is aimed at developing and strengthening the skills that lead to conceptual design solutions. The focus will be on the thought process behind good design and on problem solving in a "real world" context with emphasis on solutions that are appropriate to the client and the audience. Adobe Illustrator and Adobe Photoshop are used as primary tools in completing a variety of design challenges. **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 Photography (AP 2-D Art & Design)

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 Art & Design Portfolio consisting of 15 Sustained Investigation images (thematically unified photographs that interpret the elements of design from a personal perspective for the concentration section of the portfolio) and 5 Selected Works. 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 course will focus on the history of musical theater and the development of associated performance skills through the observation of professional productions, personal preparation and background research, and in-class performances. Students will explore the development of musical theatre over the twentieth and twenty-first centuries, from its roots in vaudeville, musical revues, and the musical comedies of the 1920s and 1930s, to the emergence of the modern musical. Students will listen to and watch performances and shows from each period, including *Oklahoma*, *Sweeney Todd*, and *Billy Elliot*. Students will also study the performance style of each period, using acting, singing, and movement skills and techniques to comfortably perform solos, duets, and small group scenes in class. **Open to students in all grades. Fall semester only.**

MUSIC

Music courses at Reading Memorial High School are divided into three areas—academic music, curricular music performance ensembles during the school day (for credit), and co-curricular music performance ensembles after school (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. For more information on extracurricular ensemble, such as Marching Band and Harmonium, please reach out to the choral and/or band director.

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

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). **You must have approval from the band director to take this course for only one semester.**

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.

	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.

	9th Grade	10th Grade	11th Grade Options	12th 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 RMHS 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.

Endicott College Courses

Length: 15 weeks, two days each week Credits: 4

Reading Public Schools has partnered with Endicott College to offer two college level introductory classes for the 2022-2023 school year. These courses are open to juniors and seniors interested in an advanced course work while earning both high school and college level credit. Students will earn three college credits (four high school credits) and will receive a college transcript at the end of the course. The classes will run for 15 weeks and will be taught by an Endicott College professor at RMHS two days a week with additional required independent work outside of class hours. Each course is limited to 25 seats. Priority will be given to seniors.

2182 Introduction to Human Services

This course provides an introduction to the various aspects of the human services field. Particular attention is given to the professional roles, issues, and strategies that are found in the helping profession. This course is intended to assist students in evaluating their interest, motivation, and capabilities for professional work in the human services field.

2184 Introduction to International Studies

This introductory, interdisciplinary course exposes students to critical global issues through the lens of the arts, humanities, social, and physical sciences. The course makes connections between seemingly disparate events, and contextualizes those events in an historical period. Each discussion considers temporal political, socio-economic, and geographic as well as cultural issues in the given context