

Revere High School

2017-2018

Program of Studies



Principal

Dr. Lourenço Garcia

Deputy Principal

Jonathan Mitchell

Assistant Principals

Monica Caporale, Blue House

Leeanne Collura, Red House

Diana Finn, Green House

Janel Kennedy, Brown House

Director of Guidance & Testing

Guidance Counselors

Amy Chamberlin

Dena Coffey

Heidi Cushing

Carolyn Gerrior-Goodwin

Vincent O'Connor

Lillian Parker

Superintendent of Schools

Dr. Dianne Kelly

Assistant Superintendent of Schools

Danielle Mokaba

Assistant Superintendent of Pupil Personnel Services

Dr. Josh Vadala

Revere School Committee

Mayor Brian M. Arrigo, Chair

Stacey A. Rizzo, Vice Chair

Susan Gravellese, Secretary

Michael Ferrante

Dan Maguire

Frederick A. Sannella

Carol A. Tye

Revere High School Program of Studies 2017-2018

FOREWORD

Dear Student:

This Program of Studies provides you with comprehensive and detailed information on all courses and program requirements offered at Revere High School. The information presented in this document encompasses a systematic approach to assisting you in making well-versed decisions on courses and programs deemed relevant to your future personal, academic, and career goals. This document also provides you with information on graduation requirements, course descriptions and requirements, academic pathways, levels of complexity, and existing administrative and guidance services available to you. We caution you that selecting courses and programs tailored to your specific future goals can be a stressful and daunting task. Thus, we recommend that you work closely with your counselors, teachers, and administrators by periodically re-examining your program of studies and related curricular and co-curricular opportunities. We also encourage you to engage your parents or guardians in the decision-making process, as they tend to provide critical insights that could assist you in making informed decisions.

We advise you and your parents to read this Program of Studies cautiously, as we review and re-examine our practices, course offerings, and course content and materials periodically to ensure they are rigorous, meaningful, and meet state and national educational standards. Our standard courses provide you with well-rounded academic experiences, college and career readiness skills, and learning opportunities to succeed in the 21st century. Accordingly, by systematically mapping out your courses, you will not only be able to complete your graduation requirements in a timely and successful manner, but also have the opportunity to take additional courses that are equally rigorous in content and challenging in scope to enrich your learning experiences.

It is important that you strictly abide by our five (5) day course add/drop policy. Once the established deadline expires, your counselor will not be able to make any changes to your schedule except under rare and extenuating circumstances (requests considered on a case-by-case basis). Our experienced and dedicated guidance counselors, teachers, and administrators encourage you to take advantage of various existing curricular and co-curricular pathways at Revere High School in order to enhance your academic and social skills needed for your college and career goals. Lastly, in order to ensure that your credentials remain marketable upon your high school graduation, we strongly encourage you to select a plethora of rigorous and academically challenging courses, which will enable you to gain a competitive edge in admission to top-choice colleges.

It is our sincere hope that you will use this Program of Studies as a roadmap to guide you throughout your class selection process and that you will take advantage of every opportunity your school offers you.

Sincerely,



Dr. Lourenço Garcia, Principal

REVERE HIGH SCHOOL CORE VALUES STATEMENT

*The mission of Revere High School is to develop **all** students to their full potential by providing a personalized and meaningful education in a rigorous, respectful, and safe environment. We strive to develop well-rounded, critical thinkers who become responsible and resilient citizens in a 21st century global society.*

LEARNING EXPECTATIONS

- **Read critically**
- **Write effectively**
- **Communicate effectively**
- **Listen actively**
- **Use technology effectively and appropriately**
- **Demonstrate problem solving and critical thinking skills**
- **Express creative and original ideas**

CIVIC EXPECTATIONS

- **Demonstrate good citizenship**
- **Practice behavior that promotes a healthy lifestyle**

SOCIAL EXPECTATIONS

- **Demonstrate a willingness to resolve conflicts responsibly**
- **Demonstrate ethical behavior**
- **Respect diversity**
- **Be accountable for academic and social success**

INTRODUCTION

This booklet is your guide to planning your program for next year and beyond. With the help of your parents and our staff, you should plan a sound educational program through your senior year based on your personal goals, needs, and interests. RHS offers a wide variety of electives from which you may choose; on the other hand, we also have a number of requirements for graduation which must be kept in mind at all stages of planning.

How to use this booklet:

1. Review the course selection calendar to make sure that you are aware of deadlines and meeting times.
2. Pay close attention to the information received from counselors and teachers and then read the more specific information about courses in the course descriptions.
3. Follow all directions closely in regards to filling out the Educational Sequencing Worksheet. All worksheets must have parental or guardian signature before they will be processed.
4. After courses have been recommended, selected, and signed, their numbers and titles must be transferred to the scheduling program of the Student Information System. This will be done with a counselor.

SCHOOL AND STAFF INFORMATION

Main Office, Principal, Dr. Lourenco Garcia	781-286-8220	Deputy Principal, Jonathan Mitchell	781-286-8220
AP 9th Grade, Monica Caporale, 1st Floor Office	781-286-8220	AP 11th Grade, Steven Magno, 3rd Floor Office	781-286-8220
AP Grade 10, Janel Kennedy, 3rd Floor Office	781-286-8220	AP Grade 12, Stephen Pechinsky, 1st Floor Office	781-286-8220
World Language /ELL/PIC Director, Albert Mogavero	781-485-8453	STEM Director, Matthew Costa	781-286-8257
Humanities/Fine Arts Director, Christina Porter	781-286-8258	Athletic Director, Frank Shea	781-286-8242
Director of Guidance	781-485-2738	Guidance Administrative Assistant, Cynthia Nickerson	781-286-8247
Guidance Counselor, A-CAT, Vincent O'Connor	781-286-8250	Guidance Counselor, ROG-Z, Carolyn Gerrior-Goodwin	781-485-8319
Guidance Counselor, CAU-FOR, Gregory Leger	781-286-8247	Guidance Counselor, Coast Collaborative, Maureen Lenihan	781-485-2738
Guidance Counselor, FOS-LAP, Amy Chamberlin	781-286-8248	Guidance Counselor, Newcomer Academy, Heidi Cushing	781-286-8220
Guidance Counselor, LARA-NAS, Lillian Parker	781-485-8428	Nurse, Angela Ciccolo	781-286-8239
Guidance Counselor, NAV-ROE, Dena Coffey	781-286-8247	Nurse, Mary Desmond	781-286-8239

INSTRUCTIONS FOR STUDENTS

You will be given a Program of Studies for your use in choosing courses for next year. After you have read the course descriptions contained in this handbook, report to your guidance counselor, according to the schedule that will be given to you so that you may discuss your course selections. Your guidance counselor will be able to answer any questions that you may have concerning course requirements, availability, prerequisites, credit, etc. Your counselor will also explain to you what procedures you must follow to make your course selections. Always remember that your guidance counselors are here to help you; please do not hesitate to call upon them whenever you have questions or problems.

GENERAL INFORMATION FOR PARENTS AND GUARDIANS

The program of studies booklet is an important source of valuable information for you and your child. It lists and describes course offerings in each academic department. Requirements are emphasized as well as prerequisites for each course. Selections should be made based on the individual needs and goals of each student. Each subject offers specific opportunities for educational growth. We encourage students to make their course selections based upon their abilities, interests, and aptitudes with the firm determination to secure a well-balanced high school education.

COURSE SELECTION AND APPROVAL

Selection of courses is made through a program of counseling with guidance counselors as well as recommendations of teachers in each individual subject area. Past and current class achievement, aptitude and achievement (as measured on standardized tests), and student interest are all factors that will help students choose appropriate courses. All students have equal opportunity to select any courses offered by Revere High School. However, certain courses termed as advanced or progressive do carry understandable prerequisites. Advanced Placement courses require the additional review of the department. **All students will select the equivalent of**

four semester courses. In order to satisfy the graduation requirements, students must maintain a minimum of four courses per semester.

COURSE SELECTION/CHANGE PROCEDURE

The Revere High School curriculum allows for structure, flexibility, and diversity of choice. Students are encouraged to develop a sound educational program that will maximize their intellectual growth and meet their personal and career goals. The selection of courses must be given careful thought, and students must base their decisions on their individual goals. Wise course selection, based upon the student's ability and academic aptitude together with the student's interests and goals, will reduce the necessity for changes of program during the school year. Success in schoolwork is largely dependent upon enrollment in a program that is suited to the student's needs and abilities. Teachers, counselors, and administrators will assist in advising students on the best program to meet student needs. **Once a program is decided upon, students should apply the maximum effort to succeed with the program.**

Students may select courses with parental consent, but the school reserves the final right to assign students. Because of the nature of scheduling courses on the high school level, it is not possible to honor requests for a particular teacher in a particular course.

Once the school year has started, changes in a student's program may take place only within the first **5** days of school. And please note that changes in a student's schedule are not always possible because of class size, scheduling conflicts, or other placement problems. Emphasis must be placed on **careful planning** prior to the opening of the school year so that attainment of what a student wants is possible. **Course changes during the year cannot be initiated after the first 5 days of each course, unless they are initiated at an administrator's request. Semester electives may not be changed at the quarter's end.**

Note: Any student dropping from an AP course will be placed in an Honors-Level Course if space is available – otherwise, the student will be placed in a College Level Course. The Administration reserves the right to drop a student from an AP course due to poor performance, which will be determined by Administration. Please plan thoughtfully and carefully for your courses in the upcoming school year. This represents a total commitment to the classes that you have selected.

Note:

1. At administrative discretion, any of the courses in this booklet may not be offered in a given semester or year.
2. **Course changes during the year cannot be initiated after the first 5 days of the course unless they are initiated at an administrator's request. Please note that there may be exceptions due to special circumstances defined by the Principal or his designee.**
3. It is the policy of Revere High School not to honor changes of course request for a different teacher unless the student has had said teacher in a prior course and failed.
4. The scheduling process does not allow for requests to be scheduled with a particular teacher

REVERE HIGH SCHOOL GUIDANCE DEPARTMENT **FOUR YEAR CURRICULUM PLAN OF STUDIES**

During your four years of high school you will be responsible for selecting courses of study that will help you in pursuing your life goals. In order to assist you with this planning process the guidance department has outlined several suggested curriculum plans depending on your intended career objectives. Please remember that these are suggested curriculum plans and should be used only as an aid, they are not intended to be a rigid program for any student.

Please consult with your Guidance Counselor to develop/continue to develop your Program of Studies.

MASSACHUSETTS STATE UNIVERSITY SYSTEM AND UMASS MINIMUM ADMISSIONS REQUIREMENTS

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. It is important to note that admissions standards for the state's community colleges

Revere High School Program of Studies 2017-2018

differ. Community colleges may admit any high school graduate or GED recipient.

Freshman Applicants

The admissions standards for freshmen applicants have two main parts:

1. 16 required academic courses.
2. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.

Applicants must also submit an SAT or ACT score.

Academic Course Requirement

Sixteen* college preparatory courses distributed as follows are required. (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

* Effective with the college freshman class entering fall 2016, the number of required courses will increase to 17 with the additional year of math.

Requirement for college freshman class entering...						
Subject	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017 and beyond
English	4 courses					
Mathematics	3 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework)				4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school	
Sciences	3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering; including 2 courses with laboratory work); Technology/engineering courses must be designated as science courses (taken for science credit) by the high school				3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering; including 2 courses with laboratory work); Technology/engineering courses must be designated as science courses (taken for science credit) by the high school	
Social Sciences	2 courses (including 1 course in U.S. History)					
Foreign Languages	2 courses (in a single language)					
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)					

REVERE HIGH SCHOOL PROMOTION AND GRADUATION REQUIREMENTS

PROMOTION REQUIREMENTS:

One (1) Carnegie Credit is earned for each course a student passes. The course must meet five (5) times a week for a semester to qualify as one Carnegie Credit. Courses meeting less than five (5) times or less than a semester will be assigned part of a Carnegie Credit.

In order to be promoted to the next grade, they must have earned...

- **Freshman:** a minimum of **6 Carnegie Credits** in order to be promoted to **sophomore** year.
- **Sophomore:** a minimum of **12 Carnegie Credits** in order to be promoted to **junior** year.
- **Junior:** a minimum of **20 Carnegie Credits** and not failed more than one year of **English to Senior Year**.

GRADUATION REQUIREMENTS:

English	10 quarters	5 credits (English 9-11, Senior Seminar)
Math*	12 quarters	6 credits *(Int. Math 1-2, AMDM or FST)
Science	8 quarters	4 credits *(Biology, Chemistry & Physics, 3 Credit with Director Approval)
History*	7 quarters	3.5 credits *(US History 1, 2 World History & Civics)
Foreign Language	4 quarters	2 credits
Physical Ed/Wellness	2 quarters	1 credit
Advisory (Pass/Fail)		--
Community Service		26 Community Service Hours
Core Distribution Requirements		21.5 Carnegie Credits
Additional Elective Requirements		<u>6.5 Credits</u>
Total Credits Required for Graduation		28 Credits

Students must be enrolled in a total of 8 credits (16 quarters) each year.

Seniors must complete all RHS graduation requirements **and** pass the MCAS to receive a diploma. Seniors satisfying RHS graduation requirements but who have not passed MCAS will receive a certificate of attainment.

Junior Reserve Officer Training Corps (JROTC): Students have the option to take the JROTC training class in lieu of Physical Education/Wellness (PE/W) in order to meet the graduation requirement or a combination of these two classes by having JROTC as an elective class. In order to satisfy the PE/W graduation requirement, students must remain in the JROTC program for at least two years.

Physical Education Waiver Policy: Senior students in good academic standing who are currently participating in at least two (2) interscholastic sport seasons in school may be granted a waiver for their second quarter of physical education requirement. (*) The purpose of this policy is to expand access and opportunity for students to participate in approved rigorous courses.

(*)- Students seeking this waiver must submit a physical education waiver contract to their respective guidance counselor, signed by their coaches, athletic director, guidance counselor, assistant/vice principal, parent and student verifying completion of this requirement.

Note: Physical education waiver forms are available for pickup in the guidance counselor's office and completed forms will be due when finalized class selection is completed.

CAPSTONE PORTFOLIO PROJECT

Revere High School uses multiple assessment indicators, including portfolios, end course assessments, Carnegie units, projects, internships, community service and state exam (e.g. MCAS) to assess academic proficiency and progress for its students and ensure that they have the required college and career skills for the 21st century education. Portfolio and community service requirements are integral components of student academic, social and civic development and thereby will be a prerequisite for graduation,

Students will maintain a graduation portfolio that represents evidence of proficiency achieved in all academic areas. The graduation portfolio is composed of a subset of successful student work tied to the school's core values and expectations. Beginning with the class of 2016, all students will be required to complete and defend a capstone project of their own design as part of their graduation

Revere High School Program of Studies 2017-2018

requirements.

Students may, if needed, submit evidence of learner outcome proficiency obtained outside of traditional coursework providing with permission of their portfolio advisor.

The purpose of the portfolio is to:

Create opportunities for students to engage in personally meaningful ways with the Revere High School Core Values and Expectations.

Allow students to explore an area of interest in an in-depth, long-term manner that culminates in an authentic product that arises from that interest.

Stimulate development of self-assessment skills by encouraging students to revisit and refine prior work.

Provide a place for students to accumulate and store material that could be included in college applications

COMMUNITY SERVICE

Students will be required to complete 26 hours of community service to fulfill the graduation requirement. Please refer to the RHS Student Handbook for specific guidelines.

ADVISORY

Please refer to the RHS Student Handbook for this requirement and guidelines.

NON-GRADUATING SENIORS

Students who have completed four years of attendance and need more than 2.0 credits to meet the graduation requirement may be allowed to return and enroll as full time students. Students needing less than 2.0 credits will need to meet with the administration to develop an alternate plan to complete the requirements.

MCAS 2.0

All students will be required to pass the state MCAS 2.0 test requirements as outlined by the Department of Education to be eligible for a Revere High School diploma.

TRANSCRIPTS

Students requesting that transcripts be sent to college, prospective employers, or other agencies must sign a release form and see their Guidance Counselor.

STUDENT TRANSFERS

Any student transferring into Revere High School will be allowed to transfer a number of credits no greater than the number of credits they would have earned had they been previously enrolled at Revere High School. Students transferring into Revere High school will automatically be placed in Grade 9 without a transcript from the sending school.

SUMMER CREDIT RECOVERY/AFTERNOON CREDIT RECOVERY

Students who find it necessary to attend summer credit recovery or evening credit recovery for diploma credit **must** attend a Revere High School Afternoon Credit recovery program unless the course or its equivalent is not offered. Written permission for Summer/Afternoon Credit Recovery classes outside of Revere High School must be given by RHS administration.

1. A student may pursue only a course that was failed. Any exceptions to this rule must have administration approval.
2. Summer School/Afternoon School courses will be equivalent to one semester's credit.
3. Only students who registered for afternoon school and afternoon school activities are allowed in the building. All others will be considered trespassing unless prior administrative permission has been provided.
4. Students who fail (F, FA) a level of foreign language (1, 2, 3, 4) may not enroll in the following level unless they make up the failed class. Class may be made up in Credit Recovery.
5. For Advisory Credit Recovery, please refer to the RHS Student Handbook

ATHLETICS

Participants in Athletics must have a minimum GPA of 1.67 to participate. Please refer to the student handbook.

Revere High School Program of Studies 2017-2018

GRADE POINT VALUE				
	LEVEL			
	AP Advanced Placement	H Honors	CP 1 Preparatory Standard	CP2 Preparatory Essentials
A+	5.0	4.67	4.34	4.34
A	4.67	4.34	4.0	4.0
A-	4.34	4.0	3.67	3.67
B+	4.0	3.67	3.34	3.34
B	3.67	3.34	3.0	3.0
B-	3.34	3.0	2.67	2.67
C+	3.0	2.67	2.34	2.34
C	2.67	2.34	2.0	2.0
C-	2.34	2.0	1.67	1.67
D+	2.0	1.67	1.34	1.34
D	1.67	1.34	1.0	1.0
D-	1.34	1.0	.67	.67
F (FAIL)	0	0	0	0

GUIDANCE COUNSELING SERVICES

Through leadership, advocacy, collaboration, and a comprehensive developmental and school counseling program, school counselors promote equity and access to rigorous educational experiences for all students. Counselors assist students in working toward their academic potential and encourage social and extra-curricular experiences that provide opportunities for personal growth and independence. Counselors meet with students in classrooms, small groups, and individually on a variety of topics, most importantly college and career readiness. Students are encouraged to self-advocate and seek out assistance when necessary. Parents and guardians are invited to contact their child's Guidance Counselor for assistance in a student's transition to school, educational planning, for translation of materials, or for any questions or concerns.

The Guidance Department incorporates technology into its program through the use of Naviance, a web-based tool, to assist all students with the development of their personalized educational, career and post-secondary plans. Through Naviance, students participate in a variety of future planning activities including a personality profile, a career interest inventory, career and college searches, and the development of a resume. Parents and guardians are encouraged to log on to their student's personalized Naviance site and to engage in discussions with their student regarding all future planning activities. Family Connection, a component of Naviance, is a comprehensive website that families can use to help in making decisions about courses, colleges, and careers.

DEPARTMENTS

ENGLISH LANGUAGE ARTS

The English Language Arts curriculum seeks to develop thinking and language together through interactive learning. This includes helping students develop oral language and literacy through appropriately challenging learning. The English Language Arts curriculum draws on literature from many genres, time periods, and cultures, featuring words that reflect our common literary heritage. The curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, narrative, and expressive discourse. It provides for literacy in all forms of media and provides explicit skill instruction in reading and writing. In addition, the curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning. It builds on the language, experiences, and interests that students bring to school. Writing in the curriculum focuses on developing each student's distinctive writing or speaking voice. While encouraging respect for differences in home backgrounds, the curriculum nurtures students' sense of their common ground as present and future American citizens in order to prepare them for responsible participation in our schools and in civic life.

Students in English Language Arts classes will:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze the meaning of literary texts by drawing on knowledge of literary concepts and genres.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational text independently and proficiently.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Revere High School Program of Studies 2017-2018

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of Standard English writing or speaking.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

FOREIGN LANGUAGE

The Foreign Language Department at Revere High School consists of eight full-time teachers who implement a sequential, challenging program that offers courses in Chinese, French, Italian and Spanish. The Foreign Languages Department follows the Massachusetts Foreign Language Curriculum Frameworks and integrates the five (5) Strands (Communication, Cultures, Comparisons, Connections and Communities) into all courses with learning standards appropriate to each level of foreign language instruction. Students develop listening, speaking, reading and writing skills at various proficiency levels using the target language through interactive and level-appropriate activities. Students are required to pass two consecutive levels (a sequence of four semesters) of a single foreign language in order to graduate from Revere High School. Many students choose to continue study through the third or fourth year levels of study, and some elect to study more than one foreign language during high school.

Departmental goals include the following:

- To teach students the importance of listening with attention to develop aural comprehension.
- To emphasize verbal communication through interpersonal activities that relate to everyday situations as well as through more formal presentational activities.
- To draw from a variety of authentic written sources to develop reading skills and to afford students opportunities to explain, analyze, and discuss what they read.
- To use a systematic writing program to develop skills necessary for written self-expression.
- To encourage understanding and respect for the history, traditions, perspectives, and values of all civilizations.
- To create natural links to other academic disciplines.
- To integrate all forms of media into the classroom.
- To prepare students to become proficient in 21st Century Skills

Foreign Languages for Heritage and Native speakers (Fluent Speakers) of Spanish:

Heritage or native speakers may not enroll in Spanish 1 and/or Spanish 2 unless they place there via the written placement test and with approval of the director. Heritage and Native speakers may enroll in Spanish Culture and Literature I which requires a placement test and teacher/director approval. Heritage or native speakers may also enroll in French, Italian or Mandarin Chinese. Heritage or native speakers of other languages (French, Italian and Mandarin) may not enroll in either Level 1 or Level 2 language classes unless they place there via the written placement test which will determine their appropriate level of instruction.

MATHEMATICS

The Mathematics department at Revere High School is comprised of twenty-one full time faculty members who have worked with the Director of Mathematics to develop and maintain a comprehensive and rigorous mathematics program. This group envisions all students achieving mathematical competence through their involvement in a program that emphasizes problem solving, communicating, reasoning, and making connections.

Students are required to complete four years of mathematics to graduate. While the four courses that students choose to take must bring them through Advanced Algebra, their additional options vary to include further study of functions, a quantitative reasoning course that emphasizes “real-life” applications of mathematics with a hands-on approach, Advanced Placement Calculus, and Advanced Placement Statistics. The curricula are designed to offer depth of coverage and teachers employ a variety of instructional techniques to facilitate learning.

Departmental goals include the following:

- Students will become proficient problem solvers by learning about relevant concepts, procedures and strategies and through experiencing opportunities to formulate questions, model problem situations, and generalize mathematical relationships.
- Students will develop the skill to communicate mathematical ideas by using accurate mathematical language when they write and talk about mathematical procedures and concepts.
- Students will develop their reasoning skills through experiences which make and test mathematical conjectures, draw logical conclusions, and justify their thinking.
- Students will come to recognize the significance and relevance of mathematics by exploring the connections that exists within mathematics, with other disciplines, and between mathematics and students' own experiences.
- Students will develop a repertoire of ways to represent mathematical ideas, including numeric, pictorial algebraic, and graphical as a means to expand students' capacity to think mathematically.

HISTORY

The History program at Revere High School is diverse and comprehensive. Students are provided the opportunity to choose from a wide variety of courses that will meet their needs and learning styles within an atmosphere that is challenging and caring. The department recognizes the effects of cultural diversity in history and society and strives to create an understanding of history's relevance and the importance of social studies in the process of developing active world citizens.

Each class fosters critical thinking skills and seeks to improve the development of a student's listening, writing, speaking and reading skills. Instructional methods are varied and include cooperative learning activities, lectures, discussions, role-playing, debates, primary sources and research.

Departmental goals include the following:

- To be able to communicate effectively through writing and verbal communication.
- The developments of a knowledge base that will help students achieve individual growth and achievement. These would include enhancing skills in problem solving, analysis, critical thinking, study skills, writing and communicating.
- To be able to conduct research and to become effective users of electronic media.
- The preparation of students to accept their responsibility as citizens in a democratic society and the promotion of civic competence.
- The acceptance, understanding and appreciation of the differing value systems of various cultural and ethnic groups in both the United States and the world.

SCIENCE

The curriculum choices offered by the Science department are designed to accommodate the wide range of needs and interests of our students. This would include those students who intend to pursue the sciences through the academic spectrum into career choices as well as those who are looking to satisfy a curiosity of the world around them. We offer students a variety of courses, including Advanced Placement courses in all the major disciplines and an array of courses dealing with our physical world such as biotechnology, astronomy, and anatomy and physiology.

Departmental goals include the following:

- Students will use the scientific method as a tool for problem solving and "hands on" experiences in and out of the classrooms.
- Students will develop the skill to communicate scientific ideas by using accurate scientific language when they write and talk about scientific phenomena.
- Students will leave Revere High School with a depth of scientific understanding that will enable them to excel in scientific courses at the college level.
- Students will gain the necessary skills, background and vocabulary to understand the complex and technological world of the 21st century.
- Students will have access to a wide variety of science courses so that their diverse personal and academic needs are met.

Many courses have prerequisites and may require mandatory participation in the annual Science Fair.

ENGLISH LANGUAGE LEARNER

The English Language Learner Department consists of four full-time teachers who implement a sequential, challenging program that enhances the acquisition of English. The ELL program provides English as Second Language (ESL) and Sheltered English Immersion Courses (SEI) for students who are learning English (English Language Learners). ESL courses (ESL1, ESL2, ESL 3, and

Revere High School Program of Studies 2017-2018

Transitioning) focus on developing the speaking, listening, reading and writing skills of students while SEI Math, SEI Science and SEI History courses enable English Language Learners to learn subjects at an appropriate pace through a variety of strategies and methods for English Language Learners. These courses satisfy English, History and Math requirements. Placement in ESL and SEI courses are determined by English Language Proficiency Tests (WIDA Screener Placement Assessment and/or ACCESS), grades, teacher recommendation and transcripts for transfer students. All students participate in two annual State assessments: MCAS (Massachusetts Comprehensive Assessment System) and ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners). All students are required to pass the state MCAS test requirements as outlined by the Department of Elementary and Secondary Education in order to be eligible for a Revere High School diploma.

Departmental goals include the following:

- To develop and enhance English proficiency in listening, speaking, reading and writing.
- To help students gain access to core curriculum subjects through Sheltered Content Classes.
- To help students adapt to American culture and Revere High School.
- To prepare students in English to exit from the ELL program into mainstream classes.
- To prepare students to make progress and reach attainment on ACCESS, and to achieve success on the MCAS/PARCC Exam.
- To prepare students to become lifelong learners.
- To prepare students to become proficient in 21st century skills.
- To prepare students for college and/or the workforce.
- To prepare students to collaborate effectively among peers.

PHYSICAL EDUCATION/ HEALTH

The Physical Education/ Health program provides the development and maintenance of healthy practices, fitness, motor skill development, social and character development, along with relaxation, and the development of constructive recreation options for life.

Department goals include the following:

- Develop the skills of movement, the knowledge of how and why one moves, and the ways in which movement may be organized.
- Learn to move skillfully, creatively, and effectively through exercise, games, and sports.
- Understand the concepts of space, time, and force related to the individual's movement.
- Develop and express in a socially acceptable way the respect for personal relationships in and through physical activity.
- Develop and condition the heart, lungs, muscles, and other organic systems of the body to meet daily energy needs.
- Acquire an appreciation of functional posture, a sense of personal well-being, a positive self-image, and physical condition.
- Develop an interest and desire to participate in lifetime physical activities.

CAREER EDUCATION

The curriculum choices offered by the Career Education department are designed to accommodate the wide range of needs and interests of our students. The focus of these offerings is to expose students to concepts and ideas that will aid them in their pursuits after high school. These courses will introduce students to areas they may choose to study further in college, prepare students for a specific career, or provide students with skills to apply in their daily lives. The offerings of this department range from finance and business to computers, technology, architecture, engineering, and video production.

Departmental goals include the following:

- Students will leave Revere High School with a depth of understanding that will enable them to excel in college or careers.
- Students will gain the necessary skills, background and vocabulary to understand the complex world of the 21st century.
- Students will have access to a wide variety of courses so that their diverse personal and academic needs are met.

FINE ARTS

The Fine Arts Department of Revere High School, encompassing both Visual Art and Music, offers a range of programs designed to engage the interest of our students, including both those who hope to pursue the arts in CP 1 and in their careers, and those who wish to explore their personal creativity.

Classes in the arts foster personal creative expression and teach students to analyze, interpret, and appreciate the creative expressions of others. Through such courses as *Foundations in Art*, *Digital Photography*, *Drawing*, *Computer Graphics*, and *Ceramics*, visual art students are encouraged to explore a range of media and materials, using them to communicate the broad concepts and emotions that form the basis of human existence. In courses such as *Introduction to Piano*, *Introduction to Guitar*, and *Music Technology*, students can develop the necessary knowledge and skills to set the groundwork for a lifetime of active music participation.

Revere High School Program of Studies 2017-2018

Departmental goals include the following:

- To be able to communicate effectively using words, images, and sounds.
- To exhibit a willingness to surrender to the possibilities of their work as it unfolds.
- To embrace ambiguity, accepting that problems can have more than one solution, and questions can have multiple ‘right’ answers.
- To make informed judgments about their own work and the works of others.
- To express ideas and emotions through the use of tools, methods, and materials unique to the arts.
- To give form to that which they can imagine.

Independent studies in fine arts are available for seniors who plan on pursuing the fine arts at the college/university level. Students need to first find a teacher willing to host them and then fill out the independent studies request form. This form must then be given to the Director of Humanities for final approval. All students completing an independent study must present a final portfolio of their work (or final performance) at the end of the semester. Application deadlines are October 1st (for the spring semester) and June 1st (for the fall semester).

ENGLISH LANGUAGE ARTS DEPARTMENT

Graduation Requirement: See page 6

English 9	B0001AC/AH/AA	2 quarters	1 credit	Pre-AP, Honors, CP 1 Levels
This course is designed to provide students an opportunity to explore the relationship between literature and their lives as well as to enhance their awareness of the depth, diversity and greatness of literature and writing. The impact of words upon the development of the individual will be a central theme explored throughout the year. The works of Homer Shakespeare, Harper Lee, Robert Cormier, Elie Wiesel, and Sandra Cisneros will be central to student reading and class discussion. Journal entries will also be utilized.				
English 10	B0002FC/FH/FP	4 quarters	2 credit	Pre-AP, Honors, CP 1 Levels
This course is designed to provide students with an appreciation and awareness of the many contributions to literature and writing throughout the world from our earliest days of keeping written records to works of the twentieth century. The course will be global in bringing together the diversity of many cultures, countries, and the connection between historical events and the impact, which they had on an author's writing. The course is designed to complement the history program for tenth grade students. After a brief introduction and review of the ancient and classical eras, topics from the Renaissance to the Modern Period will be the focus of the course.				
English 11	B0003FC/FH	2 quarters	1 credit	Honors, CP 1 Levels
This course is designed to provide students with an appreciation and understanding of the literature and writing of our nation and our heritage. From discovery to the modern period, students will study, read, and listen to the many voices that have enriched our national literature, our nation, and its citizens. Works of fiction, non-fiction, drama, and poetry, as well as speeches, essays, and editorials will be read. These works have not only contributed to the development of our nation and the expansion of democratic principles, but also have created the essence of what it means to be an American. The course will include traditional American classics, the voices of women and the many groups that have contributed to our common heritage and culture. Teachers will also integrate SAT preparation where appropriate.				
AP English Language and Composition	B0005FA	4 quarters	2.4 credits	Advanced Placement Level
This course requires teacher recommendation or permission from the Director of Humanities.				
This course offering is designed to build in students a foundation of essential knowledge for the study of the English language, effective rhetoric and persuasive writing. Throughout the year, students will work to become highly skilled readers of a variety of texts and effective writers of expository, analytical, and argumentative prose. During the first semester, students will read both fiction and nonfiction from a variety of genres, including journals, speeches, short stories, poetry, drama, and novels. Students will learn to analyze, summarize, and interpret these works independently, expressing their responses in creative and expository modes. During the second semester, the readings will be primarily non-fiction, and the genre of choice will be the essay. Regular reading of newspapers and periodicals will also be expected. Students will be encouraged to read and write on a variety of subjects from both the humanities and the sciences, making this course one of the most varied in the high school English curriculum and of value to all college-bound students since it seeks to foster the development of reading and writing in any context. Prior to taking the course, students will meet with the AP teacher to receive the required summer assignment in June. Students must take the AP Exam in the spring. This course will fulfill the Junior or Senior Year English Requirement for Graduation.				
AP English Literature and Composition	B0006FA	4 quarters	2.4 credits	Advanced Placement Level
This course requires teacher recommendation or permission from the Director of Humanities.				
This is a highly challenging course of literature and composition that will prepare students for the AP Examination and for the college experience. In June, students will meet with the AP teacher to receive a summer assignment. Students are also expected to complete the Required Summer Reading Program of the school system. The course will engage students in the careful reading and critical analysis of imaginative literature. Through careful reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students will read works from the sixteenth century to the twentieth century. Weekly writing will reinforce what students have read. All students must take the AP Exam. This course will fulfill the Senior or Junior Year English Requirement.				
English 12: Senior Seminar Coming of Age Stories	B0014FC /FH	2 quarters	1 credit	Honors, CP 1 Levels
Senior Seminar is the culminating opportunity for seniors to demonstrate the skills of literary interpretation, critical thinking, and multi-genre writing. While their topics vary (i.e., Shakespeare, The Transcendentalists, The Dystopian Novel), each seminar addresses the Five Strands established in the CCSS: reading literature and literary nonfiction, writing, language, and speaking and listening. Regardless of topic, the seminar will explore sophisticated works that offer profound insights into the human condition and serve as models for students' own thinking and communicating with the ultimate goal of college and career readiness in the twenty-first century. This class will focus on stories about growing up, specifically, the challenges and obstacles that young people face in their individual quests for adulthood. This course may include such works as, <u>The Catcher in the Rye</u> , <u>Hamlet</u> , <u>Recovery Road</u> and <u>Eleanor and Park</u> . AP English Literature or AP English Language and Composition taken during the senior year fulfills this requirement.				
English 12: Senior Seminar Fantasy Literature	B0015FC/FH	2 quarters	1 credit	Honors, CP 1 Levels
Senior Seminar is the culminating opportunity for seniors to demonstrate the skills of literary interpretation, critical thinking, and multi-genre writing. While their topics vary (i.e., Shakespeare, The Transcendentalists, The Dystopian Novel), each seminar addresses the Five Strands established in the CCSS: reading literature and literary nonfiction, writing, language, and speaking and listening. Regardless of topic, the seminar will explore sophisticated works that offer profound insights into the human condition and serve as models for students' own thinking and communicating with the ultimate goal of college and career readiness in the twenty-first century. This class will focus on fantasy literature, a fictional genre that typically includes elements of magic and the supernatural. This course may include such works as: "The Odyssey," <u>The Hobbit</u> , "A Midsummer Night's Dream," and "Sir Gawain and the Green Knight." AP English Literature or AP English Language and Composition taken during the senior year fulfills this requirement.				
English 12: Senior Seminar	B0017FC/FH	2 quarters	1 credit	Honors, CP 1 Levels

Revere High School Program of Studies 2017-2018

Dystopian Novel

Senior Seminar is the culminating opportunity for seniors to demonstrate the skills of literary interpretation, critical thinking, and multi-genre writing. While their topics vary (i.e., Shakespeare, The Transcendentalists, The Dystopian Novel), each seminar addresses the Five Strands established in the CCSS: reading literature and literary nonfiction, writing, language, and speaking and listening. Regardless of topic, the seminar will explore sophisticated works that offer profound insights into the human condition and serve as models for students' own thinking and communicating with the ultimate goal of college and career readiness in the twenty-first century. This class will focus on dystopian novels (novels typically set in a futuristic society where a tyrannical government sparks an uprising of the people). The Hunger Games is a current, popular example of a dystopian series. This course may include such works as: 1984, Fahrenheit 451 (the graphic novel), Brave New World, and The Divergent Series. **AP English Literature or AP English Language and Composition taken during the senior year fulfills this requirement.**

Elective Courses

Theater Arts

B0007FC

2 quarters

1 credit

CP 1 Level

In this class, we discover what it means to hold nearly every job in the world of theater: director, actor, playwright, designer, and producer. We take on these roles with a lot of hands-on activities and group projects. We both watch and put on several short plays (and film adaptations of plays) throughout the semester. This class is for people who like to take risks and have fun-- you have a chance to try new things every day!

Journalism

B0008FC

2 quarters

1 credit

CP 1 Level

This course will provide an introduction to the history of journalism, a forum for critiquing global media trends and habits, and an opportunity to learn about and practice the responsibilities that serve as the foundation of responsible reporting and storytelling. Students will also play a critical role – as writers, photographers, and designers – in publishing the print and online editions of *The Patriot Gazette*. As a project-based, interactive course, your love of writing, reading and a sense of infinite curiosity will be essential as our classroom evolves into a newsroom

Digesting The Walking Dead

B0081FC

2 quarters

1 credit

CP 1 Level

How would you survive without electricity and technology? What if corpses rose up and attacked? If society broke down and you needed to put together a new political, social, and economic structure? If trusting a stranger meant the difference between life and death? How would you handle the unthinkable? In this class, you will watch episodes of *The Walking Dead*, and then deconstruct, analyze, and investigate the important aspects of one of the most popular TV series of all time. We will analyze plot, setting, character evolution, symbolism, and imagery to explore why the series seems to eat at so many of us. Be ready to chew the fat with your classmates as you read, write, create, and feast on every critical facet of the show. You will be CONSUMED by this class!

Mysteries

B0011QC

1 quarter

.5 credit

CP 1 Level

This course is designed to explore many people's favorite genre, mystery and suspense. Looking at contemporary, national, and local authors, the course will examine mysteries – short stories and novels – as exquisite studies of human nature and look at crime as the metaphor for human beings in distress, and violence, whether actual or implied, as providing the compression chamber for the resolution of interpersonal hostilities. Students will analyze, through a careful inspection of plot, setting, and cause and effect, the techniques mystery writers utilize in order to achieve their desired outcome. Through this investigation, the reader/examiner will be able to understand that such stories and novels, which touch on a facet of evil, by implication, also shed light on its counterpart, good. Students will recognize that where suspense is created, one can find him or herself subject to a heightened awareness and that comprehension of events becomes distinctly sharpened by the dreadful, the frightening, and the unknown. Students will analyze the film noir genre and true mysteries that will also lead them to further sharpen their critical thinking skills. Students will become active participants in the writing and solving of their own mysteries.

Science Fiction, Fantasy, and Horror

B0061QC

1 quarter

.5 credit

CP 1 Level

What do zombies, superheroes, aliens, spaceships, wizards, clones, and lasers have in common? They are all part of the subject matter of the speculative genres of science fiction, fantasy, and horror. Often pushed to the side in literary appreciation as a "guilty pleasure," these genres have deep histories and rich traditions. Students will explore the worlds of science fiction, fantasy, and horror through multiple formats including short stories, novels, film, and comic books. Emphasis will be placed on discussing the ways in which writers and readers try to make sense out of our real world by experiencing the fantastical and improbable.

English Grammar and Composition

B0062QC

1 quarter

.5 credit

CP 1 Level

Review and/or learn advanced composition skills that will lead to better writing and speaking. Master the skills of using the English language more effectively and watch your writing improve. Beginning with the basics, parts of speech and punctuation, and moving onto the correct use of phrases, clauses, modifiers, etc., and finally working with sentence conciseness, combining, and revising, this course will allow you to become the writer you always wanted to be.

SAT Prep ELA & College App. Essay

B0065QC/B0068QC

1 quarter

.5 credit

CP 1 Level

Through an emphasis on test-taking strategies, this course is designed to help juniors and seniors maximize their score on the Critical Reading and Writing portions of the SAT exam. Students will also write effective essays for their college applications.

Once Upon a Time: A Close Look at Fairy Tales

B0070QC

1 quarter

.5 credit

CP 1 Level

This course is structured around several fairy tales including, but not limited to, "Cinderella", "Beauty & The Beast", "Snow White", "Pinocchio", "Red Riding Hood", "Jack and the Beanstalk", and "Rumpelstiltskin". We will be looking at a number of different reinventions of these tales in the form of short stories, picture books, TV shows, and films. Works could include: Night (Snow White), Waking Rose (Sleeping Beauty), Beauty (Beauty and the Beast), Sisters Red (Red Riding Hood), Sweetly (Hansel and Gretel), and Fathomless (Little Mermaid). Since most students will be familiar with the basic idea of these tales, we will focus more on the stylistic, symbolic, and ideological changes that are embedded in these different versions. Each version we study will be contextualized in its historical moment, and through class discussion, we will map the developments of each tale. Since fairy tales often teach the reader a lesson, we will always be asking ourselves, "What is the moral of the story?"

"Breaking Bad"—but, oh it's so goooooo! B0075FC

2 quarters

1 credit

CP 1 Level

"Anti-hero --a hero that has some of the characteristics and personality traits of a villain, but ultimately gives in to the goals and desires of a hero. Sometimes doing right just for the sake of doing what is right, other times, acting to get something in return."

Revere High School Program of Studies 2017-2018

Is creating evil in the name of ‘good’ acceptable behavior? Have you ever thought about what ordinary humans are really capable of doing? To study true human nature and behavior, meet Walter White and his family from the award winning series, *Breaking Bad*, to examine these important questions. Examine the character of an ordinary family man and chemistry teacher as he descends from decency into evil and take many others with him on that journey. Is he capable of stopping what he has started? The main character and all the supporting characters will be used as an in-depth analysis for classic ELA concepts – character development, literary terms and techniques, foreshadowing, symbolism, musical references, etc. If you thought analyzing literature and literary techniques were boring and irrelevant, you may never look at them the same way again!

Due to the language and nature of the course content, permission of parent or guardian is required to enroll.

Film & Writing	B0077FC	2 quarters	1 credit	CP 1 Level
---------------------------	----------------	-------------------	-----------------	-------------------

This course is designed to use film as a springboard for high level discussion, reading, and writing. The threefold purpose of the class allows students to become familiar with the interpretive language of film, to cultivate the reading of film as text, and to create writings that critically analyze film. A variety of films are used to meet this goal, including *Slumdog Millionaire*, *The Graduate*, *The Warriors*, *Crash*, *Pretty Woman*, *Sixteen Candles*, *Bowling for Columbine*, *Saturday Night Fever*, *Forrest Gump*, *the Sixth Sense*, and *the Breakfast Club*, to name a few.

Personal Writing	B0078FC	2 quarters	1 credit	CP 1 Level
-------------------------	----------------	-------------------	-----------------	-------------------

Personal Writing is a course for students interested in becoming better writers and developing their personal voice through writing. Through a process of drafting, work-shopping, editing, and revising, students will hone their writing skills and learn how to craft interesting, well-developed essays. Some of the topics covered in the course include descriptive writing, persuasive writing, and informative writing, and the focus is on personal essays. Students will learn how to write captivating openings and alter their style based on audience. Grammar is also a focus in this course.

#BlackLitMatters	B0079FC	2 quarters	1 credit	CP 1 Level
-------------------------	----------------	-------------------	-----------------	-------------------

This course will survey African American literature from slave narratives to contemporary hip hop lyrics. We will place the writing in its historical setting and emphasize the development of the African American tradition. DuBois to Tupac, Frederick Douglas to Alice Walker, we will explore how racial and cultural issues are presented in literature and their effects on the American experience.

Writing Center Fellowship	B0080FC	2 quarters	1 credit	CP 1 Level
----------------------------------	----------------	-------------------	-----------------	-------------------

This course is designed for seniors and juniors interested in taking on a leadership role and developing their speaking, listening and writing skills. In the initial weeks of the course, students reflect on and study the writing process, engage in readings about the theory and practice of effective tutoring, and conduct mock tutoring sessions. Additionally, students will write in multiple drafts and engage in the writer’s workshop model to hone their writing and speaking skills. After this initial training period, student tutors will tutor one-on-one or tutor small groups of students at any stage in the writing process in the writing center or at the request of teachers in their classrooms.

Memoir Writing Workshop	B0071FC	2 quarters	1 credit	CP 1 Level
--------------------------------	----------------	-------------------	-----------------	-------------------

This course is designed for students wishing to learn more about creative writing, specifically memoir. At the beginning of the course, students will uncover the genre of memoir and its role in the nonfiction literary world. Students will then read nonfiction essays, short stories, and excerpts from longer works to analyze craft and style. The remaining weeks of the course will focus on in-class writing exercises to help students find a subject for their own memoirs. Finally, students will learn how to participate in a classical creative writing workshop where they will be expected to submit their writing for critiques, and also provide feedback for their peers.

In Search of Self – the Quest for Identity	B0082FC	2 quarters	1 credit	CP 1 Level
---	----------------	-------------------	-----------------	-------------------

American novels, drama, short stories, and films offer valuable insight into human nature and American society’s morals and values while chronicling our constant quest for growth, meaning and identity. A close study of novels/novellas and accompanying films will include: 1) Jodi Picoult’s *My Sister’s Keeper*; 2) Stephen King’s *Different Seasons: Rita Hayworth and Shawshank Redemption*; and 3) *The Body*. Other reading may include selections from well-known American authors such as Ray Bradbury, Amy Tan, Raymond Carver, Shirley Jackson, John Irving, Toni Morrison, Flannery O’Connor, Alice Walker, John Updike, and/or others. Commiserate with protagonists in award-winning films such as *Dead Poets Society*, *The Help*, and *Stand by Me*, while making your own personal connections to themes and characters throughout the semester.

”Reading” Pictures: A Picture is Worth a Thousand Words	B0053FC	2 quarters	1 credit	CP 1 Level
--	----------------	-------------------	-----------------	-------------------

This course will help you understand how reading and communicating through visual analysis is a component of everyday life. We will explore the meaning behind illustrations, paintings, photography, picture books, video, artifacts, advertisements, snapchat and instagram. Doctors, police, marketing executives, and most professions require close observation and an understanding of what overall composition means to you and the creator. You will also be using the Makerspace in the Learning Commons to download 3D artifacts and learn new ways to demonstrate your understanding in an engaging way.

Book Club Elective	B0054FC	2 quarters	1 credit	CP 1 Level
---------------------------	----------------	-------------------	-----------------	-------------------

Students in the Book Club Elective will read and critique the newest, most trendy novels along with a few classics that you wouldn’t normally read in English class. Class time will be spent choosing, reading and reflecting upon various texts, just as a book club runs. Students will read for meaning and critical analysis of each text and present ideas through discussion and writing. Students will also choose and vote upon various novels to read throughout the course. Course work will include critical annotations, literature circle discussions, blog writing and critical analysis projects.

FOREIGN LANGUAGE DEPARTMENT

Graduation Requirements: See page 6

*Level 2 and 3 courses require the successful completion of the previous level

French 1	B0101AC/FC	2 quarters	1 credit	CP 1 Level
This first year course aims to introduce and develop the basic skills of the French Language: reading, writing, listening, and speaking. Emphasis is placed on vocabulary building, elementary grammar structure, dictées, recitations, and an introduction to French culture and civilization. Oral and written work is a requirement of the course.				
French 2	B0102FC	2 quarters	1 credit	CP 1 Level
This second-year course continues to develop further the basic skills of reading, writing, listening comprehension previously acquired in French 1. Emphasis is placed on vocabulary building, grammar structures, dictées, recitations oral proficiency, writing with facility and reading for meaning. Oral class participation and outside written assignments are a requirement of the course.				
French 2 Honors	B0102FH	2 quarters	1 credit	Honors Level
Prerequisite: A grade of B or better and teacher recommendation. This second-year course is an accelerated class that continues to develop further the basic skills of reading, writing, listening comprehension previously acquired in French 1. Emphasis is placed on vocabulary building, grammar structures, dictées, recitations, oral proficiency, writing with facility and reading for meaning. Oral class participation and outside written assignments are a requirement of the course.				
French 3 Honors	B0103FH	2 quarters	1 credit	Honors Level
Prerequisite: French 2 and grade requirement of B or better and teacher recommendation. The third-year course provides continuity of instruction for students who have successfully completed the first two years of the course. It aims to reinforce and refine the skills previously acquired, with emphasis on oral communication and written expression. Famous works of French authors are introduced. Oral classroom presentations, dictées, recitations, and outside reading assignments are a requirement of the course.				
French 4 Honors	B0104FH	2 quarters	1 credit	Honors Level
Prerequisite: French 3, grade requirement of B or better and teacher recommendation. The goal of this course is to strengthen and expand language skills at an advanced level. Students further develop vocabulary, reading and comprehension skills by exploring selected stories, fables and novels. Guided compositions, dictées, recitations and journals are included. The study of advanced grammar structures, idioms, and idiomatic expressions will be emphasized. Outside readings, written assignments, and oral expressions are a required element of this course.				
Spanish 1	B0106AC	2 quarters	1 credit	CP 1 Level
In this introductory course, students develop basic listening and speaking skills through a variety of classroom strategies. The use of multimedia interaction is used extensively throughout the first year. An emphasis is placed upon vocabulary development and elementary grammar. Short readings and basic paragraph writing are required. Students are introduced to culture and history of countries where the language is spoken. Fluent Spanish speakers may not take this course. Fluent Spanish speakers must enroll in Spanish Culture and Literature I via a placement exam or enroll in French, Italian or Mandarin Chinese.				
Spanish 1 (non-Academy)	B0106FC	2 quarters	1 credit	CP 1 Level
In this introductory course, students develop basic listening and speaking skills through a variety of classroom strategies. The use of multimedia interaction is used extensively throughout the first year. An emphasis is placed upon vocabulary development and elementary grammar. Short readings and basic paragraph writing are required. Students are introduced to culture and history of countries where the language is spoken. Fluent Spanish speakers may not take this course. Fluent Spanish speakers must enroll in Spanish Culture and Literature I via a placement exam or enroll in French, Italian or Mandarin Chinese.				
Spanish 2 (non-Academy)	B0107FC	2 quarters	1 credit	CP 1 Level
In the second year of studies, students listen to a variety of native speakers and provide short responses while continuing to develop speaking skills acquired in the previous year. Strong emphasis is placed on the composition of multi-length paragraphs and on expanding cultural experiences through the use of video, short readings and other interactive technologies. Fluent Spanish speakers may not enroll in this course. Fluent Spanish speakers must enroll in Spanish Culture and Literature I via a placement exam or enroll in French, Italian or Mandarin Chinese				
Spanish 2 Honors	B0107AH	2 quarters	1 credit	CP 1 Level
For Academy students only. In the second year of Spanish studies, students listen to a variety of native speakers and provide short responses while continuing to develop speaking skills acquired in the previous year. Strong emphasis is placed on the composition of multi-length paragraphs and on expanding cultural experiences through the use of video, short readings and other interactive technologies. Fluent Spanish speakers may not enroll in this course. Fluent Spanish speakers must enroll in Spanish Culture and Literature I via a placement exam or enroll in French, Italian or Mandarin Chinese.				
Spanish 2 Honors (non-Academy)	B0107FH	2 quarters	1 credit	Honors Level
Prerequisite: A grade of B or better and teacher recommendation. In this accelerated class in the second year of studies, students will listen to a variety of native speakers and provide short responses while continuing to develop speaking skills acquired in the previous year. Strong emphasis is placed on the composition of multi-length paragraphs and on expanding cultural experiences through the use of video, short readings and other interactive technologies. Fluent Spanish speakers may not enroll in this course. Fluent Spanish speakers must enroll in Spanish Culture and Literature I via a placement exam or enroll in French, Italian or Mandarin Chinese				
Spanish 3	B0108FC	2 quarters	1 credit	CP 1 Level
Prerequisite: Spanish 2 and grade requirement of C or better and Spanish teacher recommendation. In the third year of studies, students continue to develop their listening skills. The students listen to longer, authentic conversations and respond appropriately. An				

Revere High School Program of Studies 2017-2018

expected to attend a meeting with the AP teacher the previous June. At that time, the student will receive a summer reading/writing assignment that will be completed for the start of school.

Introduction to Chinese Culture

2 quarters

1 credit

CP 1 Level

This course explores China through Chinese food & cuisines, traditions & customs, historic sites and historical events, arts and literature in addition to exploring modern China through a selection of international acclaimed films. The course is conducted in English and combines class discussions and students' presentations. By the end of this course study, students will 1) gain an understanding of the Chinese history, society, and culture 2) learn how the dramatic social, cultural, political, and economic changes impact people's lives, thinking, and artistic expressions. Students will study Chinese Culture through a variety of activities: readings, research, videos, film, cultural activities and presentations. This is not a language class nor does it take the place of the language requirement. Prerequisite: None

Chinese Mandarin 1

B0121AC/FC

2 quarters

1 credit

CP 1 Level

In this course, the Chinese phonetic system – Pinyin and simplified Chinese character writing will be introduced. Students will develop their listening, speaking, reading, and writing skills in Mandarin Chinese at the basic level while spoken Chinese is emphasized. Five units will be covered in the semester's study. They are topics of Greetings, Family, Dates and Time, Hobbies, and Visiting Friends. In this course, cultural components, such as major Chinese holidays, calligraphy, Tai chi, tea tasting and the significance of numbers and colors will also be included in the learning.

Chinese Mandarin 2

B0122FC

2 quarters

1 credit

CP 1 Level

Prerequisite: Successful completion of Chinese I

In this course, students will continue to develop their listening, speaking, reading, and writing skills in Mandarin Chinese. Five units will be covered in the semester's study. They are topics of Making Appointments, Studying Chinese, School Life, Shopping, and Transportation. In this course, cultural components, such as Yi Ching, Feng Shui, and the teachings of Confucius will also be included in the learning.

Chinese Mandarin 2 Honors

B0122FH

2 quarters

1 credit

Honors Level

Prerequisite: Successful completion of Chinese I with grade B or above

This second-year course is an accelerated class that continues to develop students' listening, speaking, reading, and writing skills in Mandarin Chinese. The same five units as in Chinese II will be covered in the semester's study. They are topics of Making Appointments, Studying Chinese, School Life, Shopping, and Transportation. In this course, cultural components, such as Yi Ching, Feng Shui, and the teachings of Confucius will also be included in the learning.

Chinese Mandarin 3 Honors

B0123FH

2 quarters

1 credit

Honors Level

Prerequisite: Successful completion of Chinese Honors II

In this course for students who desire more challenge and advanced training, students will continue to develop their listening, speaking, reading, and writing skills in Mandarin Chinese. Five units will be covered in the semester's study. They are topics of Talking about Weather, Dining, Asking Directions, Birthday Party, and Seeing a Doctor. Greater in-depth training to further help students build their Mandarin skills will be provided through topic discussions, viewing authentic materials, and structured training of writing. By the end of the course, students will develop a strong communicative competence in the four skills.

Revere High School Program of Studies 2017-2018

histology (the study of tissues). Topics and laboratory explorations will include how cells obtain energy, mitosis, the role of plasma membranes, and the arrangement of cells in various tissues. Students will develop strong microscopy skills. Students explore several systems, including the integumentary, skeletal, and muscular, in depth. Dissection of organs and simple organisms is part of the class curriculum. Students will develop observation and science literacy skills. Students are required to complete a major literature review paper and propose independent research (science fair).

Advanced Placement Physics	B0206FA	4 quarters	2.4 credits	Advanced Placement Level
-----------------------------------	----------------	-------------------	--------------------	---------------------------------

Prerequisite: Enrollment in this course requires successful completion of the following: Biology, Chemistry, and Physics. This course follows the rigors of the College Board Advanced Placement Program and includes the following concepts: Mechanics includes topics dealing with kinematics, vectors, and motion in one and two dimensions. It also covers the topics relating to Newton's Laws: Inertia, Second Law of Motion, Third Law of Motion and gravitation. Conservation laws are also covered under Mechanics (Conservation of Energy and Momentum) as well as the Work and Power relationships. Circular and Rotational motion, including angular speed, acceleration and momentum and Simple Harmonic Motion are also included in Mechanics. Departmental approval is required. Students are required to take the Advanced Placement test in the spring. A graphing calculator is required for this course (TI-83 plus is preferred).

Astronomy	B0207FC	2 quarters	1 credit	CP 1 Level
------------------	----------------	-------------------	-----------------	-------------------

This science elective is available to seniors who have completed Biology, Chemistry, and Physics. This is an integrated course dealing with fundamental properties of science and philosophy. Topics covered range from the solar system and its proliferation to the birth and evolution of the Universe. Through the projects and class work, students will be able to realize the unique place of our planet in the Universe. **Seniors only.**

Biotechnology	B0208FC	2 quarters	1 credit	CP 1 Level
----------------------	----------------	-------------------	-----------------	-------------------

Juniors and seniors who have completed Biology and Chemistry may enroll in this course. Biotechnology is designed to give students an introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Students will attain knowledge about the field of biotechnology and a deeper understanding of the biological concepts used. Students will be introduced to the laboratory analysis of DNA, proteins and other biomolecules. Additionally, students will explore and evaluate career opportunities in the field of biotechnology through extensive readings, laboratory experiments, class discussions and research projects.

Oceanography	B0210FC	2 quarters	1 credit	CP 1 Level
---------------------	----------------	-------------------	-----------------	-------------------

Oceanography introduces students to the study of Marine Environments. Juniors and seniors completing Biology, and Chemistry may enroll in Oceanography. Students will explore historical, physical, chemical, geological, and biological aspects of the ocean realm. Students will develop mapping techniques for studying and representing marine environments. Working with The Urban Ecology Institute students will conduct field studies at locations including Rumney Marsh and Revere Beach. Studies include: water quality, minnow traps, bird behavior, biodiversity, and population, plant diversity and succession. Students will conduct several sediment studies and anatomical studies of several major marine organisms. Students will explore several societal issues related to oceanography including ocean acidification, sea-level rise, pollution, and overharvesting of marine fisheries.

Physics 2	B0213FC	2 quarters	1 credit	CP 1 Level
------------------	----------------	-------------------	-----------------	-------------------

This science elective is open to students who have completed Biology, Chemistry, and Physics. Students will learn about different types of energy transfers while completing hands-on activities in lab groups and independently. Electromagnetism will be the first focus of the course and students will learn about electricity and power generation while designing and building circuits. The course will also cover wave phenomena, sound, and light.

Advanced Placement Environmental Science	B0212FA	4 quarters	2.4 credits	Advanced Placement Level
---	----------------	-------------------	--------------------	---------------------------------

This course follows the rigors of the College Board Advanced Placement Program. Its goal is to provide students with the scientific background to critically analyze the intricacies of the natural world, to identify key environmental problems, and subsequently provide viable solutions to resolve and/or prevent these problems. Topics shall include scientific analysis, fundamentals of Earth's systems, human populations, renewable and non-renewable resource, environmental quality, global changes and environmental ethics. Students will participate in bi-weekly field trips to the Rumney Marsh. A student centered field study journal will also be required. Departmental approval is required. Students are required to take the Advanced Placement test in the spring.

Advanced Placement Chemistry	B0217FA	4 quarters	2.4 credits	Advanced Placement Level
-------------------------------------	----------------	-------------------	--------------------	---------------------------------

Prerequisite: Enrollment in this course requires successful completion of the following: Biology, Chemistry, and Advanced Algebra. The AP Chemistry course follows the rigors of the College Board Advanced Placement Program and will provide students with an intensive study of selected topics in chemistry including nuclear chemistry, reaction kinetics, thermodynamics, equilibrium reaction, electro-chemistry, absorption spectroscopy, and organic chemistry. The laboratory part of this course will include weekly explorations involving qualitative and quantitative work using a wide variety of chemical and electronic instruments. This course will be equivalent to a freshman College 1 chemistry course; consequently, this course is recommended to those students who are talented in science and math with the intention to pursue a science-related major in college. Departmental approval is required. Students are required to take the Advanced Placement test in the spring. A graphing calculator is required for this course (TI-83 plus is preferred).

Revere High School Program of Studies 2017-2018

MATHEMATICS DEPARTMENT

Graduation Requirements: See page 6

Academy Integrated Math 1A B0301AC 4 quarters 2 credit CP 1 Level

In this grade 9 course, students will be introduced to the language and skills of algebra through a wide scope integrating geometry, statistics, and probability. Key topics are aligned with the Massachusetts Department of Education Frameworks for Algebra and include: addition, subtraction, multiplication and division of algebraic expressions, linear functions, exponents, polynomials, systems of equations, quadratic functions, and other types of functions. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms; the ability to develop and use mathematical properties; the ability to apply mathematics in realistic situations; and the ability to represent mathematical concepts through graphs and diagrams. It is recommended that students purchase a scientific or graphing calculator.

Academy Integrated Math 1B B0302AC/AH 4 quarters 2 credits Honors, CP 1 Levels

In this grade 9 course, students will be introduced to the language and skills of algebra through a wide scope integrating geometry, statistics, and probability. Key topics are aligned with the Massachusetts Department of Education Frameworks for Algebra and include: addition, subtraction, multiplication and division of algebraic expressions, linear functions, exponents, polynomials, systems of equations, quadratic functions, and other types of functions. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Toward the end of this course, students will begin to study concepts of geometry. In this part of the course, students will learn about congruence, transformations, as well as key characteristics of geometric shapes and figures. Students are expected to demonstrate the following: skill in carrying out algorithms; the ability to develop and use mathematical properties; the ability to apply mathematics in realistic situations; and the ability to represent mathematical concepts through graphs and diagrams. It is recommended that students purchase a scientific or graphing calculator.

Integrated Math 1A (non-Academy) B0302FC 4 quarters 2 credits CP 1 Level

This course is intended for a student who has not completed a formal Algebra 1 course. Students will be introduced to the language and skills of algebra through a wide scope integrating geometry, statistics, and probability. Key topics are aligned with the Massachusetts Department of Education Frameworks for Algebra and include: addition, subtraction, multiplication and division of algebraic expressions, linear functions, exponents, polynomials, systems of equations, quadratic functions, and other types of functions. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms; the ability to develop and use mathematical properties; the ability to apply mathematics in realistic situations; and the ability to represent mathematical concepts through graphs and diagrams. It is recommended that students purchase a scientific or graphing calculator.

Integrated Math 2A B0321FC 4 quarters 2 credits CP 1 Level

Prerequisite: Completion of Algebra or Integrated Math 1 Course

This course introduces the language and skills of geometry through a wide scope integrating algebra and introductory concepts of discrete mathematics. Key concepts are aligned with the Massachusetts Department of Education Frameworks for Geometry and include: points and lines, the language and logic of geometry, angles and lines, reflections, congruence, geometric proof, polygons, symmetry, perimeter, area, three dimensional figures, surface area, volume, indirect proof, coordinate proof, basic trigonometry, and circles. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms; the ability to develop and use mathematical properties; the ability to apply mathematics in realistic situations; and the ability to represent mathematical concepts through graphs and diagrams. It is recommended that students purchase a scientific or graphing calculator.

Integrated Math 2B B0322FC/FH 4 quarters 2 credits Honors, CP 1 Levels

Prerequisite: Completion of Integrated Math 1B

This full year course will integrate concepts of Geometry and Advanced Algebra. All concepts are aligned with the Massachusetts Department of Education Frameworks for Geometry and Advanced Algebra and include the following: points and lines, the language and logic of geometry, angles and lines, reflections, congruence, geometric proof, polygons, symmetry, perimeter, area, three dimensional figures, surface area, volume, indirect proof, coordinate proof, basic trigonometry, and circles, functions, variations and graphs, systems of equations, inverses and radicals, polynomials, quadratic relations, series, and combinations. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms; the ability to develop and use mathematical properties; the ability to apply mathematics in realistic situations; and the ability to represent mathematical concepts through graphs and diagrams. Access to a graphing calculator is necessary for successful completion of this course.

Geometry B0303FC 2 quarters 1 credit CP 1 Level

This two-quarter is intended for students who have not yet passed the first semester of an IMath 2 course (sophomores should not enroll in this course). All concepts are aligned with the Massachusetts Department of Education Frameworks for Geometry and include the following: points and lines, the language and logic of geometry, angles and lines, reflections, congruence, geometric proof, polygons, symmetry, perimeter, area, three dimensional figures, surface area, volume, indirect proof, coordinate proof, basic trigonometry, and circles. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms; the ability to develop and use mathematical properties; the ability to apply mathematics in realistic situations; and the ability to represent mathematical concepts through graphs and diagrams.

Advanced Algebra B0304FC/FH 2 quarters 1 credit Honors, CP 1 Levels

Prerequisite: Completion of Geometry or Integrated Math 2A

The content of this course integrates concepts of geometry, discrete mathematics and introductory statistics together with the concepts of algebra. Topics studied in Algebra such as properties of numbers, graphs, expressions, equations and inequalities are reintroduced to include a geometric perspective and are covered with greater depth. In addition, new topics such as matrices, logarithms, advanced trigonometry, and conic sections are introduced. All concepts are aligned with the Massachusetts Department of Education Frameworks for Advanced Algebra and include: functions, variations and graphs, systems of equations, inverses and radicals, polynomials, quadratic relations, series, and combinations. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms; the ability to develop and use mathematical properties; the

Revere High School Program of Studies 2017-2018

ability to apply mathematics in realistic situations; and the ability to represent mathematical concepts through graphs and diagrams. Access to a graphing calculator is necessary for successful completion of this course.

Pre-AP Grade 9 Math **B0306AA** **4 quarters** **2 credits** **Pre-AP Level**

Prerequisite: Completion of grade 8 Pre-AP Mathematics

This course is intended for students who have successfully completed the grade 8 Pre-AP Mathematics. All concepts are aligned with the Massachusetts Department of Education Frameworks for Geometry and Algebra 2 and include the following: points and lines, the language and logic of geometry, angles, reflections, congruence, geometric proof, trigonometry and trigonometric functions, rational, radical and logarithmic functions. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms; the ability to develop and use mathematical properties; the ability to apply mathematics in realistic situations; and the ability to represent mathematical concepts through graphs and diagrams.

Pre-AP Pre-Calculus **B0308FP** **2 quarters** **1 credit** **Pre-AP Level**

Pre-requisite: Completion of Pre-AP Grade 9 Math

This two-quarter course is intended for students who wish to pursue all of our AP mathematics offerings. Students who enroll in this course will also enroll in AP Statistics during their sophomore year. This accelerated course will allow students to further pursue concepts of functions in order to be prepared for AP Calculus as a junior. Concepts are aligned with the Massachusetts Department of Education Frameworks and include the following: complex numbers, exponential and logarithmic functions, polynomial and rational functions, and operations with vectors. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms; the ability to develop and use mathematical properties; the ability to apply mathematics in realistic situations; and the ability to represent mathematical concepts through graphs and diagrams. Access to a graphing calculator is necessary for successful completion of this course.

Pre-AP Grade 10 Math **B0305FP** **4 quarters** **2 credits** **Pre-AP Level**

Prerequisite: Completion of Pre-AP Grade 9 Math

This course is intended for students who have successfully completed the grade 9 Pre-AP mathematics. This full year course will integrate concepts of Advanced Algebra as well as Functions and Trigonometry. Concepts are aligned with the Massachusetts Department of Education Frameworks and include the following: functions, variations and graphs, systems of equations, inverses and radicals, polynomials, quadratic relations, series, combinations modeling with functions, transformations of graphs and data, algebraic proof, circular functions, trigonometric functions, exponential functions, logarithmic functions, sequences and series, polynomial functions, and quadratic relations. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms; the ability to develop and use mathematical properties; the ability to apply mathematics in realistic situations; and the ability to represent mathematical concepts through graphs and diagrams. Access to a graphing calculator is necessary for successful completion of this course.

Elective Courses

Advanced Mathematical Decision Making B0353FC **2 quarters** **1 credit** **CP 1 Level**

Prerequisite: Completion of Advanced Algebra or Integrated Math 2B

This course is offered as a fourth year mathematics course designed for students who do not want to major in mathematics or science fields in College. This course may also be useful to other students as an elective. The primary focal points include the analysis of information using statistical methods and probability, modeling change and mathematical relationships, mathematical decision making in finance, and spatial and geometric modeling for decision making. In this course, students will learn to become critical consumers of the quantitative data that surround them every day, knowledgeable decision makers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve problems related to a wide range of situations. Throughout this course, there will be an emphasis on working in teams and developing presentation skills.

Functions, Statistics and Trigonometry B0305FC/FH **2 quarters** **1 credit** **Honors, CP 1 Levels**

Prerequisite: Completion of Advanced Algebra or Integrated Math 2B

This is one option for a fourth course in the mathematical sequence that a number of students who took Algebra in the ninth grade will follow. As the title suggests, this course integrates concepts involving three branches of mathematics; namely functions, statistics, and trigonometry. Students will apply and expand their usage of the concepts of algebra and geometry which they learned in previous courses while being introduced to more advanced concepts in these areas. Key topics include: basic statistics, modeling with functions, transformations of graphs and data, algebraic proof, circular functions, trigonometric functions, exponential functions, logarithmic functions, probability and simulation, sequences and series, combinations, polynomial functions, distributions, and quadratic relations. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms, the ability to develop and use mathematical properties, the ability to apply mathematics in realistic situations, and the ability to represent mathematical concepts through graphs and diagrams. Access to a *graphing* calculator is *necessary* for successful completion of this course.

Advanced Placement Calculus AB B0307FA **4 quarters** **2.4 credits** **Advanced Placement Level**

Prerequisite: Completion of Functions, Statistics, and Trigonometry

This course is designed for students who have successfully completed Functions, Statistics, and Trigonometry. The topics for AP Calculus AB are divided into three major themes. Theme I involves functions, graphs, and limits. Key topics include: analysis of graphs, limits of functions, asymptotic and unbound behavior, and continuity. Theme II involves derivatives. Key topics include: the concept of a derivative, the derivative at a point, the derivative as a function, second derivatives, applications of derivatives, and the computation of derivatives. Theme III involves integrals. Key topics include: interpretations and properties of definite integrals, applications of integrals, the Fundamental Theorem of Calculus, techniques of antidifferentiation, applications of antidifferentiation, and numerical approximations to definite integrals. Departmental approval is required. Students are required to take the Advanced Placement test in the spring. A graphing calculator is required for this course (TI-83 plus is preferred).

Advanced Placement Calculus BC B0304FA **2 quarters** **1.2 credits** **Advanced Placement Level**

Revere High School Program of Studies 2017-2018

History of Boston	B0426QC	1 quarter	.5 credit	CP 1 Level
There will be several components to this course. The origins, development and history of Boston, specifically, and Massachusetts in general will be covered. The final segment of the course will expose the students to the history of local communities (Revere, East Boston, Winthrop, North Shore). The course content will be examined and discussed using primary sources, video, distance learning labs with museums and historic sites, literature, and texts.				
History of Revere	B0427QC	1 quarter	.5 credit	CP 1 Level
Revere's rich history from pre-colonial times to the present will be studied in this semester course. Students will explore the unique political and cultural changes of their home city as it has evolved with each wave of immigrant populations. The entertainment and recreational opportunities the city has offered in the past, including theme parks, America's first public beach, dance halls, and racetracks, will introduce students to a local history of which they may not be aware. Coursework will be complemented by both walking field trips of local historic sites and guest lecturers.				
Current Events	B0418FC	2 quarters	1 credit	CP 1 Level
This course will study issues and events that shape our world on a daily basis. Additionally, students will discuss the rapid changes in American society, challenges adolescents face, and the dynamic nature of change. The role of the media and its impact upon our society, the ever-changing roles of men and women, and America in the 21 st Century will be an important feature throughout the year. Extensive use of CNN and daily newspapers will be the basis for student viewing and reading.				
AP European History	B0405FA	4 quarters	2.4 credits	Advanced Placement Level
Students who elect Advanced Placement European History will demonstrate knowledge of basic chronology and of major events and trends from approximately 1450 to the present, that is, from the High Renaissance to the recent past. In addition to providing a basic narrative of events and movements, the goals of the Advanced Placement Program in European History are to develop: (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence, and (c) an ability to analyze and to express historical understanding in writing. The major themes of the course are (1) Intellectual and Cultural History, (2) Political and Diplomatic History, and (3) Social and Economic History. Students must take the AP Exam. The course will prepare the student for the AP Exam and scores of 3 and above will receive college credit. Students will meet with the AP Teacher in June and will be expected to complete a summer assignment. This course can be taken in lieu of world history II. This course is open to seniors only. This course requires teacher recommendation or permission from the Director of Humanities.				
AP United States Government & Politics	B0421FA	4 quarters	2.4 credits	Advanced Placement Level
Conforming to College Board requirements, this course will give students and analytical perspective on government and politics in the United States. Students will analyze the Constitutional underpinnings of US government and its institutions, political beliefs and behaviors, political parties and interest groups, public policy, civil rights and liberties, and the influence of the mass media on government. Students must take the AP exam. This class will fulfill the Civics requirement. This course requires teacher recommendation or permission from the Director of Humanities				
Introduction to Philosophy	B0466QC	1 quarter	.5 credit	CP 1 Level
The study of Philosophy offers the opportunity to ask the BIG QUESTIONS. Humans have wondered what is true, why the world operates as it does, who we are and how we should live for as long as we have had the opportunity to think about ourselves and our surroundings. Students in Introduction to Philosophy will consider some of the answers of well-known theorists as they explore their own understandings of these issues and draw their own conclusions. Examples from the ancients, contemporary popular culture and our own lives will be explored to illustrate key concepts.				
World Religions	B0467QC	1 quarter	.5 credit	CP 1 Level
The religious experience of humankind has been a guiding force throughout history. As people have tried to make sense of the material world and what might lie beyond it, as they have searched for meaning in their lives, they have often turned to religious teachings and practices for guidance. In World Religions class, students will study the major religious traditions from a variety of cultures around the world. Their historical development, systems of belief, practices and evolution over time will be the guiding themes.				
Public Speaking	B0455QC	1 quarter	.5 credit	CP 1 Level
Students in Public Speaking will develop the skills and comfort level necessary for engaging an audience through oral presentations of various sorts. Through class exercises, students will hone their ability to present information in a clear, organized and logical fashion, to convince others of their knowledge and expertise, and to entertain by developing scenes with compelling characters, settings and emotional resonance through their vocal abilities and body language. Students in Public Speaking should come ready to actively engage in class on a daily basis.				
International Relations	B0456QC	1 quarter	.5 credit	CP 1 Level
Largely through simulations, students in International Relations will explore contemporary issues of conflict and cooperation affecting the world community. In order to build an understanding of American foreign policy, international organizations such as the United Nations, and the work of non-governmental organizations, students will take on the roles of world leaders, diplomats and every-day citizens struggling to influence the future development of various regions and people.				
American History through Film	B0461QC	1 quarter	.5 credit	CP 1 Level
This course will explore of the cultural and social history of the United States and the world around it through the medium of film. Students will be asked to rethink the relationships between "reality" and "representation" and to re-conceptualize the boundaries between history and film. Throughout the semester students will view a variety of films arranged in chronological order. The class will discuss and write about those films as primary documents within an historical context, as manifestations of popular culture and as reflections of society's values.				
Adventures, Journeys, and the Wilderness	B0426FC	2 quarters	1 credit	CP 1 Level
Have you ever dreamt of exploring the wilderness? Ascending the craggy summit of Mount Washington, rafting down the winding Colorado River, and hiking the Appalachian Trail are just a few of the adventures found in the American wilderness. In this class we will explore the history of wilderness and examine the people who seek adventure in it. This course may include field trips and outdoor activities.				

Revere High School Program of Studies 2017-2018

The Good Citizen: Superheroes and American ideals B0072FC 2 quarters 1 credit CP 1 Level

Superhero Comics have always been more than simple entertainment. These historical artifacts reflect the political and social movements of their times. This course will explore modern American History by analyzing the changing expression of classic superheroes through some of the most turbulent periods in American history. Students will apply historical thinking, literacy and writing skills to analyze the major superheroes and their place in American thinking. Some examples are Superman's origins as an immigrant to America and progressive era crusader battling corrupt landlords and abusive factory owners, Batman's journey from depression era class warrior to post 9/11 surveillance obsessed entrepreneur, Wonder Woman's shift from woman in need of rescue to Feminist icon and Black Panther's arrival in post Civil Rights America.

Revere High School Program of Studies 2017-2018

Engineering	B0521FC	2 quarters	1 credit	CP 1 Level
Survey of Engineering is an exciting course during which students will learn about various aspects of engineering including Robotics and Architectural Design. Students will use Lego-Dacta kits to build a robotic arm and program numerous vehicles. During the Architectural Design section, students will use a professional-level CAD program to develop floor plans, elevations, sectional views and material lists to design a 3-D model of a house. This course is well suited for any student who wishes to know more about real-world technology applications. It is particularly helpful to those students who are considering future course work or a career in engineering or technology.				
Networking and Computer Repair	B0522FC	2 quarters	1 credit	CP 1 Level
Networking and Computer Repair is a hands-on course during which students will learn how to troubleshoot and repair computers, how to setup a network, how to manage operating systems (Windows and Linux), and how to identify key parts to a computer and take apart/rebuild a computer. Fundamentals of electrical circuits, cabling, and wireless networking related to computer systems will also be instructed. This course emphasizes decision-making and problem-solving techniques to solve networking and computer problems. Students will learn how computers are connected and share files/resources. Additional topics include: installation techniques, configuration, maintenance, spyware and virus protection, proper computer care and maintenance, use of networking software tools, and use of diagnostic equipment.				
Video Production and Media Literacy	B0503FC	2 quarters	1 credit	CP 1 Level
Media is a powerful tool that influences our understanding of the world and the way the world functions. It affects how we perceive others and ourselves. Media culture permeates the fabric of our daily lives. This course will ask students to critically examine and analyze media that they find in the world around them. Through in-class screenings, interactive media projects, and discussions, this course will help students make sense of their media environments, as well as develop a critical approach to understanding and creating media. Students will use Adobe Premiere and Adobe after Effects to edit videos.				
Architecture	B0501FC	2 quarters	1 credit	CP 1 Level
Buildings are all around us and serve diverse purposes. Whether residences, places of business, medical centers, educational facilities, or recreation and leisure structures, each day we interact with many pieces of architectural design. What many of us don't realize, however, is the extent to which mathematics is used in determining both the aesthetics and structurally sound nature of these buildings. The goal of this course is for students to explore how the principles of mathematics are closely related to the principles of design. Students will examine material failure, sustainability, energy use, and mathematically-themed design, eventually culminating in a scale-drawing project including plan, section, elevation, and perspective drawings.				
Exploring Computer Science	B0355FC	2 quarters	1 credit	CP 1 Level
This course will introduce students to the concepts and habits of mind students will need to study computer science. Students in this course will learn about key ideas related to computers and computing, as well as, the basics of algorithmic problem-solving, web design, programming, data analysis, and robotics. This course will be a good introduction of many topics which could lead to further exploration in this area. While this course is not a prerequisite for AP Computer Science, it will provide students with a background in this area.				
AP Computer Science A	B0353FA	4 quarters	2.4 credits	Advanced Placement Level
This course is in an introductory college-level course in computer science. A large part of this course is built around the development of computer programs that correctly solve a given problem. The programs that students write will be understandable, adaptable, and when appropriate, reusable. Further, students will learn to code fluently using the programming language Java. Also, during this course students will develop an understanding of the ethical and social implications of computer use. Prerequisites for this course include the successful completion of FST or approval by the STEM Director.				
AP Computer Science Principles		4 quarters	2.4 credits	Advanced Placement Level
This course provides an introduction to the basic principles of computer science (CS) from the perspective of mobile computing, including programming in App Inventor, a graphical programming language for Android mobile devices. The lessons and materials used by students incorporate programming while also integrating all other AP CSP big ideas: creativity, abstraction, data and information, algorithms, the internet and global impact. The curriculum engages students and supports the development of problem solving skills honing in on the computational thinking practices as indicated in the AP CSP curriculum framework. Students learn to create socially useful computational artifacts using App Inventor as well as connect computing and learn about abstracting as they develop and analyze their programs. The curriculum also emphasizes communication and collaboration in a project-based approach and classroom environment. This course involves a strong writing component. Students will maintain a portfolio of their work, which will include several performance tasks in the areas of programming and the impact of computing technology.				
RHS INTERNSHIP	B0538FC	2 quarters	1 credit	CP 1 Level
The RHS Internship program provides 21 st century career opportunities for junior and senior Revere High School students in good academic standing. It will enable Revere High School students to enter an agreement with a business and/or organization for a non-salaried, "on-site," educational experience related to the student's area of career interest. Students will be involved for the equivalent of one 80 minute block per day, five days a week for one entire quarter or semester, earning .5 or 1 College Prep credit. Acceptance into the program is dependent upon the student's academic history, affected and required RHS courses, disciplinary history/VP recommendation, attendance record, internship site availability, statement of interest and completed resume worksheet.				
Special Offerings: Internship				
<ul style="list-style-type: none">● Duration and credits – quarter or semester - .5/1● Attendance – RHS absence policy applies.● Transportation – Students are responsible for their own transportation.● Requirements<ul style="list-style-type: none">○ Completed application which includes:<ul style="list-style-type: none">▪ Two teacher signatures as recommendations.▪ Vice Principal signature and comments.▪ Guidance counselor meeting to discuss internship and how it will affect courses.▪ Good academic standing and on track to graduate.▪ Student must meet with the internship site coordinator and College/Career Counselor/Director of Guidance to review appropriate dress code, timeliness and expectations, on which students will be assessed				

Revere High School Program of Studies 2017-2018

Sheltered IMath 1A	B1061FC	4 quarters	2 credits	CP 1 Level
This is a first year Algebra course introducing symbolism to express abstract concepts. Manipulative skills are approached with emphasis on the structure of Mathematics and understanding of fundamental laws and theorems. Areas of emphasis include the application of factoring, graphing, powers, roots, linear systems and quadratics to problem solving situations. Placement is made according to student's prior achievement in Mathematics and recommendations of the teacher and Guidance. This course requires teacher recommendation or approval from the Director of ELL/Foreign Languages.				
Sheltered IMath 1A (non-Academy)	B1065FC	4 quarters	2 credits	CP 1 Level
This is a first year Algebra course introducing symbolism to express abstract concepts. Manipulative skills are approached with emphasis on the structure of Mathematics and understanding of fundamental laws and theorems. Areas of emphasis include the application of factoring, graphing, powers, roots, linear systems and quadratics to problem solving situations. Placement is made according to student's prior achievement in Mathematics and recommendations of the teacher and Guidance. This course requires teacher recommendation or approval from the Director of ELL/Foreign Languages.				
Sheltered IMath 2A	B1062FC	4 quarters	2 credits	CP 1 Level
This course introduces the language and skills of geometry through a wide scope integrating algebra and introductory concepts of discrete mathematics. Key concepts include: points and lines, the language and logic of geometry, angles and lines, reflections, congruence, geometric proof, polygons, symmetry, perimeter, area, three dimensional figures, surface area, volume, indirect proof, coordinate proof, trigonometry, and circles. The text is designed to be read by the student, which makes reading an integral part of the course and a necessity for success. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms, the ability to develop and use mathematical properties, the ability to apply mathematics in realistic situations, and the ability to represent mathematical concepts through graphs and diagrams. Access to a graphing calculator is necessary for successful completion of this course. This course requires teacher recommendation or approval from the Director of ELL/Foreign Languages.				
Sheltered Advanced Algebra	B1059FS	2 quarters	1 credit	CP 1 Level
The content of this course integrates concepts of geometry, discrete mathematics and introductory statistics together with the concepts of algebra. Topics studied in Algebra such as properties of numbers, graphs, expressions, equations, and inequalities are reintroduced to include a geometric perspective and are covered with greater depth. In addition, new topics such as matrices, logarithms, trigonometry, and conic sections are introduced. Other key concepts include: functions, variations and graphs, systems of equations, inverses and radicals, polynomials, quadratic relations, series, and combinations. The text is designed to be read by the student, which makes reading an integral part of the course and a necessity for success. Real life situations are modeled throughout the year to enable students to understand how the course content relates to the world around them. Students are expected to demonstrate the following: skill in carrying out algorithms, the ability to develop and use mathematical properties, the ability to apply mathematics in realistic situations, and the ability to represent mathematical concepts through graphs and diagrams. Access to a graphing calculator is necessary for successful completion of this course.				
Sheltered Biology	B1009AC/FC	2 quarters	1 credit	CP 1 Level
This course is taught in English and is designed for Limited English Proficient students. This required course focuses on the study of life at all structural levels from subatomic particles to ecosystems. It is also designed to help students pass the MCAS Biology exam to fulfill Department of Education mandate graduation requirements. Laboratory experiences are integrated throughout the curriculum; which is aligned to the Massachusetts Department of Education Frameworks for Biology. Students will have opportunities to develop and improve science inquiry skills through the exploration of broad concepts including: chemistry of life, cell biology, genetics, vertebrate anatomy/physiology, evolution and biodiversity, and ecology. Students will also be exposed to recent developments within the life science field including those related to biotechnology. This course requires approval from the Director of ELL/Foreign Languages.				
Sheltered Chemistry	B1058FC	2 quarters	1 credit	CP 1 Level
This course is designed for students seeking CP 1 preparatory credit in chemistry. Laboratory experiments, demonstrations, and lectures are used to generate classroom discussions. This class also provides preparation for the Chemistry MCAS. Quantitative and qualitative laboratory work, demonstrations, lectures and projects are used to generate classroom discussions. Topics covered include properties of matter, atomic structure, the periodic table, ionic and covalent compounds, mole calculations, chemical equations and reaction types; Electron configuration, periodic trends, kinetic theory, the gas laws, solubility, acids and bases, chemical equilibrium and nuclear chemistry. Students are required to complete a Science Fair Project or an equivalent project with their teacher's approval. This course requires approval from the Director of ELL/Foreign Languages.				
Sheltered Physics	B1066FS	2 quarters	1 credit	CP 1 Level
This course is for English Language Learners and is a required course designed to investigate the properties of matter and energy and how they interact with each other. Laboratory experiences are integrated throughout the curriculum. While the Massachusetts Department of Education Frameworks for Physics underpins this course, it extends beyond them in scope and depth to fully prepare students to take study physics in CP 1. Students will have opportunities to develop and improve science inquiry skills through the exploration of broad concepts including: understanding and utilizing the scientific method, describing and graphing motion in 2 dimensions, general graphing, Newton's Laws and gravitation, kinematics, conservation of energy and momentum, heat and heat transfer, waves, electromagnetism and electromagnetic radiation. This course requires approval from the Director of ELL/Foreign Languages.				

Revere High School Program of Studies 2017-2018

WELLNESS DEPARTMENT

Academy Physical Education	B0911AS	1 quarter	.5 credit	CP 2 Level
Students will participate in a variety of PE units that will encompass both the team sport and personal fitness aspect. The students will be expected to conduct themselves in a manner that is appropriate and respectful (Hellison Model of Responsibility). Students will also engage in activities such as problem solving and fitness testing programs. Health Education topics covered include: decision-making and communication skills, physical fitness/body image, nutrition, alcohol, tobacco, and other drug education, sexuality education, HIV/AIDS prevention, friendship and dating issues, violence prevention, and coping skills.				
Physical Education grade 10	B0910QS	1 quarter	.5 credit	CP 2 Level
All 10th grade students will learn about the components of fitness and how it correlates to a healthy lifestyle. Students will learn fitness vocabulary and concepts through classroom activities and traditional fitness activities in the field house and fitness room. Students will also engage in activities such as problem solving and fitness testing programs.				
Physical Education grade 11 and 12	B0922QS	1 quarter	.5 credit	CP 2 Level
This course will focus on activities that students will be able to participate in well beyond their youth. This course may include, but not be limited to such activities as cardio-vascular fitness, poly-metrics, introductory golf, and tennis. Students will be expected to participate in a variety of fitness and exercise programs. They will also be taught some of the basic rules and skills involved in some of the above life activities. Students will be expected to demonstrate and apply what they have learned in the various units. This course will also focus on activities that students may participate in throughout their adult lives. The course may include, but not be limited to such activities as strength training, badminton and volleyball. Students will be expected to actively participate in class. They will be taught the basic rules and skills involved in some of the above activities. Students will be expected to demonstrate and apply what they have learned in the various units.				
Health 10	B0971QC	1 quarter	.5 credit	CP 1 Level
In this course students will learn strategies that will enable them to live healthy and well throughout their lives. Topics such as Health Risk Factors, Stress Management, Fitness Components, Nutrition, Body Image and Reproductive Health will be addressed.				
Athletic Training	B0941QC	1 quarter	.5 credit	CP 2 Level
Prerequisite: Completion of two quarters of Physical Education This course will combine course work with practical hands-on application to expose students to the field of health/fitness and athletic training. The focus is on prevention, treatment, and rehabilitation of sports related injuries. Students will be introduced to anatomy and physiology, and emergency care. Through vocational/technical training, the program offers a student a unique opportunity to work directly under the supervision of an Athletic Trainer by the National Athletic Trainer's Association. Students will learn the human musculature-skeletal system; will become first-aid and CPR certified; they will learn how to evaluate all lower extremity injuries and how to tape and wrap for injuries. Students will be able to cover athletic practices/games for emergency care obtaining to community service hours.				
Weight Training and Personal Fitness	B0951QS	1 quarter	.5 credit	CP 2 Level
This course is a weight training and fitness class for juniors and seniors. The emphasis of this course will be muscular strength/endurance, cardiovascular conditioning, flexibility and nutrition. The class activities will include, but are not limited to, weight training, running, poly-metrics, and a variety of flexibility exercises. This course provides students with opportunities to develop an individual desirable level of fitness its concepts and the significance of lifestyle on one's health and fitness. Students will have opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits, improve muscular strength and endurance, and enhance body image. There is also an educational component consisting of a brief history of weight training, basic human anatomy and physiology and current topics related to fitness and health				

ARMY JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

The Army Junior Reserve Officer Training Corps (JROTC) department at Revere High School is comprised of one Senior Army Instructor and one Army Instructor to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. The mission statement reflect the overall meaning, and purpose of JROTC, which is "To Motivate Young People to be Better Citizens" by preparing high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program promotes graduation from high school by providing curriculum, Leadership Education and Training (LET), and rewarding opportunities that will benefit the student, community, and nation in the present and future. This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes.

Course Objectives/Goals: This course focuses on the development of better citizens by building skills in leadership, citizenship, life success, geography, cultural awareness, wellness, and fitness in a structured interactive environment.

- Maximize potential for success through learning and self-management
- Develop leadership skills
- Incorporate principles of mental and physical wellness into behaviors and decisions
- Build effective relationships with peers, co-workers, and the community
- Apply physical and political geography to building global awareness
- Correlate the rights and responsibilities of citizenship to the purposes of U.S. government
- Relate events in U.S. history to choices and responsibilities Americans have today
- Characterize the role of the military and other national service organizations in building a constitutional republic and maintaining peace in our society
- Develop and pursue a plan for postsecondary success.

Leadership Education and	JROTCLET1A	2 quarters	1 credit	CP 1 Level
---------------------------------	-------------------	-------------------	-----------------	-------------------

Revere High School Program of Studies 2017-2018

Training 1 (LET1A)

This course motivates first year JROTC cadets to be better citizens. To accomplish this purpose, the text discusses citizenship, leadership, and a number of other courses designed to help the cadets succeed in high school and after graduation. Cadets wear uniforms one time each week. Cadets study basic leadership values and theory, chain of command structure, drill and ceremony, first aid, drug awareness, conflict resolution, personal appearance, map reading, patriotic customs and traditions, development of a portfolio, introduction to financial planning, oral communication, introduction to service learning, and marksmanship safety.

Leadership Education and Training 2 (LET 2A)	JROTCLET2A	2 quarters	1 credit	CP 1 Level
---	-------------------	-------------------	-----------------	-------------------

Prerequisite: Successful completion of LET1A and B

The second year of Leadership Education and Training provides more details about leadership situations. The program is split into units including: Techniques of Communication, Leadership, Cadet Challenge, Leadership Lab, First Aid, Map Reading, History, Your American Citizenship, Career Opportunities, and Role of the U.S. Army. Successful completion of this course will satisfy the Civics requirement.

Leadership Education and Training 2 (LET 2B)	JROTCLET2B	2 quarters	1 credit	CP 1 Level
---	-------------------	-------------------	-----------------	-------------------

Prerequisite: Successful completion of LET2A

Continuation of LET 2A. The program is split into units including: Techniques of Communication, Leadership, Cadet Challenge, Leadership Lab, First Aid, Map Reading, History, Your American Citizenship, Career Opportunities, and Role of the U.S. Army.

Leadership Education and Training 3 (LET 3A)	JROTCLET3A	2 quarters	1 credit	CP 1 Level
---	-------------------	-------------------	-----------------	-------------------

Prerequisite: Successful completion of LET1 and LET 2

The third year of Leadership Education and Training provides still more leadership situations. In this year students will not only be more involved as teacher and leaders within the cadet battalion, but they will also do more independent studies in the areas of communication, leader, first aid, history, map reading, career opportunities, and technology awareness.

Leadership Education and Training 3 (LET 3B)	JROTCLET3B	2 quarters	1 credit	CP 1 Level
---	-------------------	-------------------	-----------------	-------------------

Prerequisite: Successful completion of LET1 and LET 2

Continuation of LET 3A. In this year students will not only be more involved as teacher and leaders within the cadet battalion, but they will also do more independent studies in the areas of communication, leader, first aid, history, map reading, career opportunities, and technology awareness.

Leadership Education and Training 4 (LET 4A)	JROTCLET4A	2 quarters	1 credit	CP 1 Level
---	-------------------	-------------------	-----------------	-------------------

Prerequisite: Successful completion of LET1, LET2 and LET3

Fourth-year cadets are responsible for the daily cadet administration and perform as commanders and staff officers. They act as assistant instructors in some subject areas for other JROTC classes. They continue to develop their leadership skills and plan special unit events such as the military ball or the annual awards banquet.

Leadership Education and Training 4 (LET 4B)	JROTCLET4B	2 quarters	1 credit	CP 1 Level
---	-------------------	-------------------	-----------------	-------------------

Prerequisite: Successful completion of LET1, LET2 and LET3

Continuation of LET 4A. Fourth-year cadets are responsible for the daily cadet administration and perform as commanders and staff officers. They act as assistant instructors in some subject areas for other JROTC classes. They continue to develop their leadership skills and plan special unit events such as the military ball or the annual awards banquet.

VIRTUAL HIGH SCHOOL

www.govhs.org

Virtual High School offers a catalog of full semester courses in Arts, Foreign Language, language Arts, Life Skills, Math, Science, Social Studies, and Technology to students. Courses that are offered are in the subjects of: Art, Business, Foreign Language, Language Arts, Life Skills, Pre-AP, AP, Science, Social Studies and Technology. VHS offers students opportunities to gain proficiency in online collaboration and accessing and processing data in an online environment. Students learn how to use the Internet and its vast resources in their search for information, from exploring primary source material at the Library of Congress to accessing scientific databases to communicating with experts. Please see your Guidance Counselor for more information about these courses.

DUAL ENROLLMENT

Dual Enrollment is a program for Massachusetts secondary school students. This Program allows students to earn academic credit at both the secondary school and the college simultaneously. Dual Enrollment Students enjoy the connection to their high school as well as the challenging and independent setting of the college.

Salem State University

To be eligible to participate in the Dual Enrollment Program, a student must:

- Be currently enrolled in a Massachusetts public or private secondary school
- Have a minimum high school grade point average (GPA) of 3.0
- Receive approval from his/her Guidance Counselor
- Have an overall CP 1 GPA of 2.0 or higher to remain eligible for Dual Enrollment participation for the following semester(s)

