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# FALMOUTH HIGH SCHOOL PROGRAM OF STUDIES 2023-2024

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RIGOR, RESPECT, AND RESPONSIBILITY  
FOR EVERY STUDENT, EVERY DAY

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# WELCOME

Dear Parents and Guardians:

It's time to register for classes with your guidance counselors and online via PowerSchool! This is the first step in creating the 2022-2023 master schedule. It is imperative that you and your child approach this process thoughtfully and seriously. The courses for which you register are the courses that determine the design of our master schedule. If you elect to make changes to your course selection once schedules are released, we may not be able to satisfy those requests.

Falmouth High School adheres to strict minimum enrollment guidelines, so there is no guarantee that all courses listed within the program will be offered. Therefore, you are urged to carefully consider which courses you select as well as those you identify as alternatives. All students must register for seven full periods of study.

In February, guidance counselors will meet with students in small groups to review the course registration process and highlight key sections of the Program of Studies.

To help address concerns you may have throughout this process, we will be hosting an information session to discuss course registration and available courses for your student(s).

The goal remains to have schedules complete and ready to be shared with students in conference with their counselors in June. All schedules are made available in PowerSchool in mid-summer.

Please refer to the timeline on the next page.

Thank you for your efforts to ensure the accuracy and efficiency of this process.

Sincerely,

**Thomas P. McManamon**

*Assistant Principal of Academic Programs*

# REGISTRATION TIMETABLE

## **For All Students**

February 2: Program of Studies night for current grade eight families and current FHS families

## **For Grades 9 - 11**

February 1-3: Clipper Time Guidance meetings with each class

February 8-10: Teachers make recommendations in Powerschool

February 13-17: Counselors visit English classrooms to review course selection process

February 17: Course Selections completed in Powerschool.

## **For Grade 8**

February 8-10: FHS visit and guidance meeting

February 13-16: Teachers make recommendations in Powerschool

February 28-March 2: Counselors visit grade 8 classrooms

March 3: Course Selections completed in Powerschool

## COURSE OFFERINGS AND LEVELS

	Advanced Placement (AP)	Honors (H)	Essentials and College Prep (CP)
<b>English</b>	AP English III AP English IV	English I, II, III, IV	Creative Writing English I, II, III Senior Seminars Journalism Introduction to Podcasting Reading & Writing Workshop Junior/Senior Workshop Essentials English I, II, III, IV
<b>World Languages</b>	AP French AP Spanish AP Latin	Spanish III, IVV Latin IV French III, IVV	Spanish I, II, III Latin I, II, III French I, II, III
<b>Math</b>	AP Calculus AP Statistics	Algebra II Pre Calculus Calculus	Algebra I, II Geometry Trigonometry Pre Calculus Applied Math Problem Solving Team Math Workshop Essentials Math I,II Essentials Alg/Geo Applications Essentials Adv Math
<b>Applied Technology</b>	AP Computer Science Principals		Programming II: App Development Television Production 2 <i>Inside FHS</i> Exploring Computer Science Intro to Programming Web Development Television Production 1
<b>Science</b>	AP Biology AP Chemistry AP Environmental Science AP Physics		Biology Environmental Science Chemistry Physics Anatomy/Physiology Marine Ecology Forensics STEM 9 STEMinar Biology Workshop Conceptual Chemistry Natural History of Cape Cod Essentials Science I, II & III
<b>Social Studies</b>	AP Government AP Human Geography AP Psychology	Modern World History US History I, II Introduction to Psychology Global Issues Sports and Society	Modern World History US History I, II Introduction to Psychology Global Issues Sports and Society
<b>Business and Career Readiness</b>		Accounting for a Sole Proprietorship Accounting for a Corporation	Personal Finance Accounting for a Sole Proprietorship Accounting for a Corporation Employment 101 Entrepreneurship Principles of Business, Marketing, and Finance Fundamentals of Marketing
<b>Fine Arts</b>	AP Studio Art AP Music Theory	Advanced Studio Art Ceramics III, IV Chamber Ensemble Jazz Band Repertory Singers Wind Ensemble	Advanced Studio Art Chamber Ensemble Choir Creative Dramatics Graphic Design I, II, III & IV Jazz Band Musical Theater Repertory Singers Symphony Band Theater Outreach Wind Ensemble Studio Art I, II Ceramics I, II Introduction to Guitar



	Advanced Placement (AP)	Honors (H)	Essentials and College Prep (CP)
Life Skills			Introduction to Piano Intro Theater Marching Band, Color Guard Music Theory I Concert Band Theater Production
			Culinary Arts I Culinary Arts II Baking & Pastry Restaurant Management Academic Strategies Freshman Strategies Independent Living Child Development Child Care Aide
Health/PE			PE/Health 9, 10 Project Adventure/ Cooperative Games Exploratory PE Team Games Personal Fitness/Nutrition Lifetime Activities Wellness Leaders
Tech Studies			Intro to Woodworking Advanced Woodworking Computer Automated Drawing (CAD) Construction Systems
ELD			ELD A: Foundational ELD B: Developing ELD C: Transitional

# MASSCORE AND GRADUATION REQUIREMENTS

The following information has been adapted from the Massachusetts Department of Elementary and Secondary Education's College and Career Readiness site available at <http://www.doe.mass.edu/ccr/masscore/>

The Massachusetts High School Program of Studies, regarded as MassCore, is intended to help the Commonwealth's graduates arrive at college or the workplace well prepared. It is also intended as a tool to help reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of <b>Computer Science</b> that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of <b>Computer Science</b> that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History (at Falmouth High, "World History" requirement can be satisfied with either "Modern World History" or "AP Human Geography").
World Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

\*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

\*\* Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life.

Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

MassCore outlines the needed coursework to earn a Massachusetts high school diploma as well as admission to a Massachusetts State University or a school within the UMASS system.



# CREDIT WORKSHEET

Use this worksheet to record the credits earned, currently enrolled, and planned for next year.  
Compare your total in each area to the minimum requirements for graduation.

	Required for Graduation				Minimum Credits	
	Grade 9	Grade 10	Grade 11	Grade 12		
<b>ENGLISH</b>	_____	_____	_____	_____	=	16
<b>MATHEMATICS</b>	_____	_____	_____	_____	=	16
<b>SCIENCE</b> <i>and Technology Studies</i>	_____	_____	_____	_____	=	12
<b>SOCIAL STUDIES</b>	_____	_____	_____	_____	=	12 8 of 12 = US History 1&2 4 of 12=World History
<b>FOREIGN LANGUAGE</b>	_____	_____	_____	_____	=	8
<b>ART &amp; DESIGN, MUSIC BUSINESS, LIFE SKILLS</b>	_____	_____	_____	_____	=	4
<b>PHYSICAL EDUCATION/HEALTH</b>	_____	_____	_____	_____	=	8 minimum 2/year
<b>Total number of credits a student must earn in the seven subjects listed above</b>						76
<b>ELECTIVES</b>	_____	_____	_____	_____	=	20
<b>TOTAL CREDITS</b>	_____	_____	_____	_____	=	96

## SPECIAL NOTE

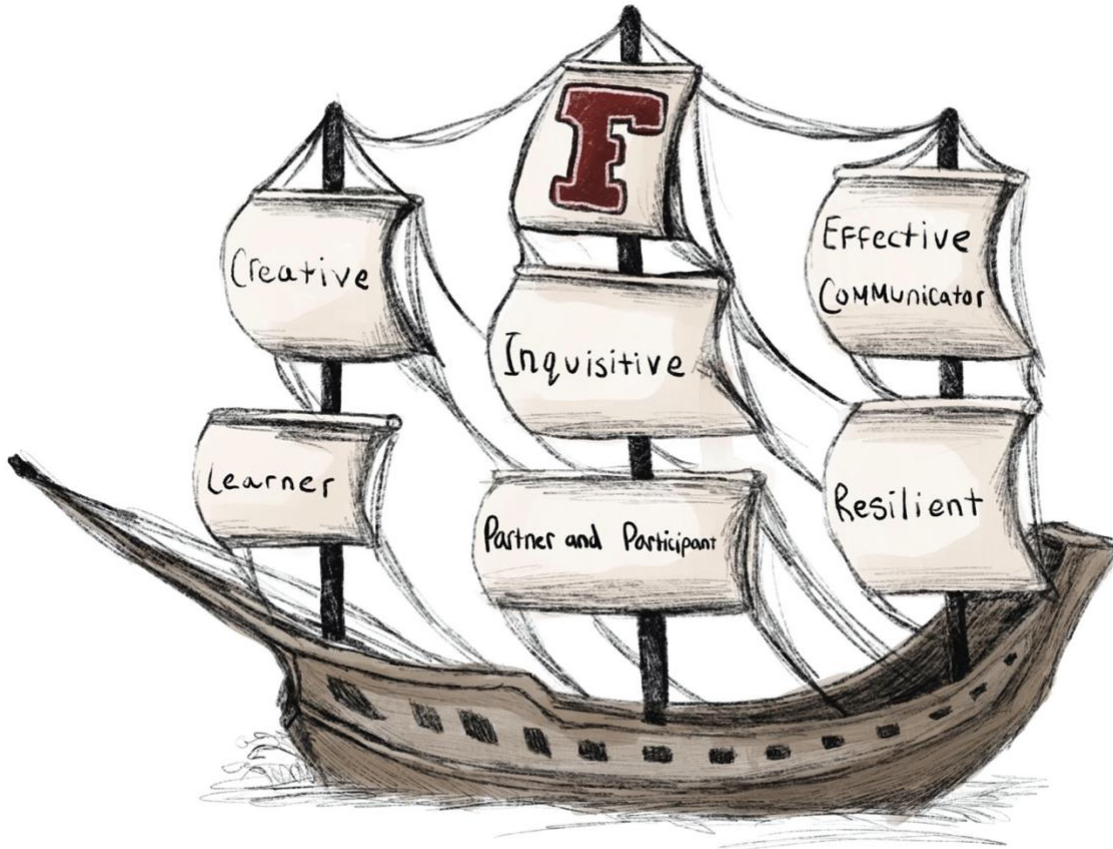
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WE WORK HARD TO MAKE THIS BOOK ACCURATE.

HOWEVER, CONTENT IS SUBJECT TO CHANGE.

*THERE ARE NO GUARANTEES OF  
SPECIFIC TEACHER ASSIGNMENTS.*

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*Original artwork by Casey McGowan, '22*

## ADMINISTRATIVE STAFF

**Dr. Alan Harris**

*Principal*

**Paula Carlson**

*Principal's Secretary*

**Alexis Marathas**

*Interim Assistant Principal*

**Thomas McManamon**

*Assistant Principal of Academic Programs*

**Gretchen Lennox and Sue Dowling**

*Secretaries to the Assistant Principals*

**Audra Reilly**

*Special Education Building Administrator*

**Kathleen Pokraka**

*Special Education Secretary*

## GUIDANCE DEPARTMENT

**Alan Kazarian**

*Director of Guidance*

*Guidance Counselors*

**Susannah Brooks**

**Kurt Lawson**

**Rachael Paine**

**Lindsay Ruthven**

**Marjorie Solbo**

*Guidance Secretaries*

**Joanne Carrara**

**Patricia Malone**

## SUPPORT STAFF AND CLINICIANS

*School Adjustment Counselors*

**Catherine Fauth**

**Sharon Lacroix**

**Katie Lebherz**

**Siobhan McHugh-Mullane**

**Heather Nevulis**

*School Psychologist*

**Nicole Kennedy**

## A MESSAGE FROM THE PRINCIPAL

Dear Students and Parents/Guardians:

This Program of Studies outlines the course requirements necessary for graduation as well as many other course offerings that are available. It is important that you pay close attention to both the requirements and the electives when selecting courses. Progress toward graduation is based on the accumulation of ninety-six (96) credits.

Carefully read the course descriptions and corresponding prerequisites for each course. Choosing your course program and making your final selections is an extremely important process. Be sure to involve parents/guardians, teachers, and guidance counselors.

We recommend that families, students, and guidance counselors work closely together to develop a tentative four-year program, which will meet the graduation requirements, challenge the student, and accommodate their interests.

Please remember that the scheduling process does not always provide the desired results. You may encounter conflicts that develop during the scheduling process that require you to select a different course. We can assure you that we will try to honor all of your requests.

In short, please plan accordingly. Be conscious of the graduation requirements, and design a plan that offers you both challenging and enriching opportunities.

Sincerely,

**Dr. Alan Harris**  
Principal

# NOTICE OF NONDISCRIMINATION

## **Falmouth Public Schools Falmouth, Massachusetts**

Dear Employees:

The Falmouth Public Schools is committed to providing students and staff with a learning environment that is free from discrimination and harassment. Various laws prohibit discrimination and harassment. In an education context, law prohibits discrimination and harassment on the basis of disability, national origin, age, race, color, religion, sex, gender identity or sexual orientation. All such harassment and discrimination is unlawful and will not be tolerated in the Falmouth Public Schools. The goal is to maintain a school climate that is supportive, respectful, and conducive to working and learning. If you have a question, or want to file a complaint, see your department head, principal, or the Superintendent at 508-548-0151, x 137.

Sincerely,



Lori Duerr  
Superintendent

***State contact for compliance issues under Federal and State laws:***

Program Quality Assurance Services  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Telephone: 781-338-3700  
TTY: N.E.T. Relay: 800-439-2370  
FAX: 781-338-3710  
Email: [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu)  
Web: [www.doe.mass.edu/pqa/](http://www.doe.mass.edu/pqa/)

<b><i>Federal contacts for compliance issues under Federal laws:</i></b>	
Office for Civil Rights, Regional Director U. S. Department of Education 5 Post Office Square, 8 <sup>th</sup> Floor Boston, MA 02109 617-289-0111	US Department of Education Office for Civil Rights Customer Service Team Mary E. Switzer Building, 330 C Street SW Washington, D. C. 20202 800-421-3481 Web: <a href="http://www2.ed.gov/about/offices/list/ocr/index">www2.ed.gov/about/offices/list/ocr/index</a>

# OUR PORTRAIT OF A GRADUATE

## CHARTING THE COURSE TO GRADUATION

The Falmouth Public Schools reflected on how the Clipper voyage has led us through years of growth punctuated by countless examples of achievement and success. This work allowed us to identify the parts of our history that have become traditions we honor and carry forward in our continued work. Then, we paused, evaluated the winds, and thought about where the journey is now leading. We considered our true north, wondered what new adventures awaited, and reoriented ourselves. We know we are yet to experience new forms of success. The result, *Charting the Course to Graduation*, is our vision of teaching and learning to prepare students to face their own unknown. It elevates current practice and stimulates new thinking. It demands students and teachers both navigate the way forward together as learners. Together, we are Clippers. Yet, no matter where we go, we each can proudly reflect on our journey and affirm that our identity as a learner was shaped by our time in Falmouth. Each can say, **I AM A CLIPPER!**

<b>C - I am creative.</b>	<i>I can apply my understanding to problem solving.</i> <i>I can reflect, revise, and reimagine solutions to find the best one.</i> <i>I can take risks through learning.</i> <i>I can be independent and flexible.</i>
<b>L - I am a learner.</b>	<i>I can receive, evaluate, and synthesize information.</i> <i>I can make meaning that informs continued content and skill development.</i> <i>I can transfer knowledge and skills to novel situations, and/or apply them to a problem solving process, which spans college, career, military, citizenship, and/or civic engagement.</i>
<b>I - I am inquisitive.</b>	<i>I can actively and eagerly explore ideas and demonstrate curiosity.</i> <i>I can appropriately and respectfully question, investigate, challenge, analyze, and/or conduct research to forge understandings.</i> <i>I can seek information from a variety of sources.</i>
<b>P - I am a participant.</b>	<i>I can engage, interact, and invest in learning.</i> <i>I can enhance the learning of others.</i> <i>I can explore, evaluate, and pursue my future career and education options.</i>
<b>P - I am a partner.</b>	<i>I can compassionately demonstrate collaborative norms when working with peers, instructors, partners, and all within the learning community.</i>
<b>E - I am an effective communicator.</b>	<i>I can convey my thinking verbally and nonverbally, in a number of ways.</i> <i>I can listen and participate in open two-way feedback. I am receptive and responsive to others' input.</i> <i>I can speak and/or write with easily understood language that is both direct and clear.</i>
<b>R - I am resilient.</b>	<i>I can change course, adapt, and recover from obstacles and setbacks, whether they are social, emotional, or academic.</i> <i>I can seek influences that positively affect my thinking and identity.</i> <i>I can recognize that my mistakes will always be a part of my learning.</i> <i>I can make sound financial, legal, personal, and professional decisions and live independently after graduation.</i>



# MISSION, VISION, EXPECTATIONS

## MISSION

### RIGOR, RESPECT, AND RESPONSIBILITY

Falmouth High School provides students the opportunity to become skillful, life-long learners—through a rigorous and diverse curriculum—and to become responsible, productive citizens in society.

## VISION

Students graduate from Falmouth High School college and career ready. Over the course of their high school enrollment, they develop the habits of mind that enable them to achieve their goals as they engage in both their local and global communities.

## ACADEMIC EXPECTATIONS

*as measured by the FHS Skills Rubrics*

Students at Falmouth High School will effectively:

- write,
- read,
- problem solve,
- seek information,
- present information, and
- complete assignments using their well-developed 'habits of mind'.

## SOCIAL EXPECTATIONS

*as measured by FHS discipline and attendance data as well as community involvement as collected in the VIPS database*

Students at Falmouth High School will:

- assume responsibility for their own behavior and choices;
- demonstrate respect for themselves, others, and property; and
- demonstrate honesty and integrity.

## CIVIC EXPECTATIONS

*as measured by participation in school-sponsored civic engagement and activities as well as community involvement as collected in the VIPS database*

Students at Falmouth High School will:

- participate in school and community programs that provide experience in leadership, decision making, and service; and
- demonstrate knowledge of the civic rights, duties, and responsibilities within the democratic process.

## STATEMENT OF PURPOSE



### ***FALMOUTH HIGH SCHOOL*** ***Rigor, Respect & Responsibility***

Falmouth High School's purpose is to build a community of learners reaching for their full potential. Falmouth High School recognizes the necessity of providing a challenging academic curriculum, one which fosters the mastery of knowledge in content areas. Falmouth High School also recognizes the importance of promoting the development of essential skills and personal quality characteristics. Because of our school's diverse cultural and economic make-up, our purpose is to provide a broad curriculum, one that recognizes individual needs and goals while it challenges all to grow intellectually and socially as they work to meet established high standards and expectations.

Our purpose is also to create a safe, orderly environment, where all members of this community share the responsibility for promoting and maintaining an atmosphere in which each feels respected and valued, supported as they accept challenges and takes risks, and encouraged to learn from their mistakes. Falmouth High School also recognizes the importance of maintaining an on-going process of self-assessment and of refining all aspects of the school community to improve and maintain the opportunities students have to become well-informed, thoughtful, responsible, productive citizens.

## COURSE DESIGNATIONS

A student may choose different levels of difficulty from one subject to another. Please select carefully the level of difficulty that offers challenge without creating an overwhelming course load.

Please note, AP- and Honors-designated courses may have prerequisites. Placement in Honors or AP is based on a combination of student interest, state and district assessment data, current course achievement, and teacher recommendation. Honors and AP courses are designed for students with advanced skills who thrive in an independent learning environment in which they take responsibility for their learning and are prepared for extensive work outside of class, up to 60 minutes per class meeting. CP and Essentials courses are designed for students who thrive in a moderately guided learning environment in which the pace is rigorous and there is regularly expected work outside of class.

There are some course prerequisites for certain courses, and these are set forth within the individual course descriptions set forth in this Program of Studies and aligned with the scope and sequence of skill and content progression.

### Essentials and College Preparatory (CP) Courses

These courses stress college and career readiness through differentiated instruction and assessment of the six core FHS skills in a moderately guided learning environment. In particular, depending on the year of the course, students can expect frequent practice designed to develop skills that are both subject-specific and that extend across disciplines. Also, students can expect to read and study materials both for purposes of discussion and as a basis of written and oral assignments. Given the fact that work in these courses is designed to prepare students for college-level assignments, students who enroll in these courses should be prepared to complete regular homework assignments. In addition, students are evaluated according to the FHS Rubrics, with expectations that all CP students are at the proficient level with some skills at the advanced level.

### Honors Courses

Designed primarily for students planning to attend very competitive colleges, these courses emphasize the development of reading and writing skills in an independent learning environment. Given the fact that work in these courses is designed to prepare students for advanced college level assignments, students who enroll in these courses should be prepared to complete regular homework assignments that may require more time and critical thought than those found in College Preparatory classes. Students are expected to be highly Proficient to Advanced on the FHS Skills Rubrics.

Honors course offerings are available for all students. Refer to course descriptions for specific prerequisites.

## Advanced Placement (AP) Courses

Advanced Placement (AP) courses emphasize the development of skills similar to those emphasized in Honors classes. However, learning activities in AP courses are more intensive and more frequent than those featured in Honors classes. Also, these assignments are often meant to simulate the types of assessments featured on AP examinations. To this end, the nature of the reading selections and the related tasks in AP courses make them the most complex and most challenging assignments in the curriculum. Students who enroll in these courses, therefore, should be prepared to complete regular homework assignments that require more time and critical thought than those in College Preparatory or Honors level courses. Students are expected to meet and exceed the descriptors in the advanced category on the FHS Skills Rubrics as Advanced Placement courses are college-level classes. Students in these courses are expected to take the AP exam in May.

Refer to course descriptions for specific prerequisites.

# THE FHS SKILLS RUBRICS

## SCHOOL-WIDE LEARNING EXPECTATIONS

*the six core skills*

Falmouth High School curricular and co-curricular programs are designed so that students can learn skills that will make them effective **readers** (FHS Reader's Rubric), **writers** (FHS Writer's Rubric), **problem-solvers** (FHS Problem Solver's Rubric), **researchers** (FHS Researcher's Rubric), **presenters or performers** (FHS Presenter's/Performer's Rubric) and **workers** (FHS Habits of Mind Rubric).

The six Falmouth High School Skills Rubrics communicate to our school community—students and parents, faculty and staff—the expectations that we have of our students when they are engaged as readers, writers, problem solvers, information gatherers, presenters, and workers. Each of the rubrics explains one of these roles. Each includes a description of what students' efforts and completed assignments will look like when they are performing at one of the three defined levels: needs improvement, proficient, and advanced.

As students make positive progress towards graduation, they are expected to perform consistently in the proficient and advanced levels.

All assignments are assessed with rubrics that use the language of the FHS Skills Rubrics. Some assignments are specifically assessed through the direct use of one or a combination of the FHS Skills Rubrics.

The Habits of Mind Rubric, the last of the six rubrics, defines the responsibilities associated with each student's ability to work efficiently and diligently to complete various assignments.

The following six pages contain the six FHS Skills Rubrics.

# An FHS Reader

The FHS Reader Rubric is closely aligned to the College and Career Readiness Anchor Standards for Reading (CCR.R) and Language (CCR.L) as included in the Massachusetts Curriculum Framework and the Common Core State Standards in support of shared literacy instruction.

	Advanced Level an FHS reader <i>consistently</i> ...	Proficient Level an FHS reader <i>frequently</i> ...	Needs Improvement Level an FHS reader <i>generally</i> ...
Key Ideas & Details	<ul style="list-style-type: none"> <li>reads closely to determine what the text says explicitly and to make logical inferences from it CCR.R.1</li> <li>analyzes how and why individuals, events, or ideas develop over the course of the text CCR.R.3</li> <li>determines central ideas and/or conclusions of a text and provides an accurate summary that makes clear the relationships among the key details and ideas CCR.R.2</li> <li>cites specific textual evidence to support analysis, connecting insights gained from specific details to an understanding of the text/task as a whole CCR.RH.1</li> </ul>	<ul style="list-style-type: none"> <li>reads closely to determine what the text says explicitly and makes logical inferences from it CCR.R.1</li> <li>analyzes how and why individuals, events, or ideas develop over the course of the text CCR.R.3</li> <li>determines the central ideas or conclusions of a text and provides an accurate summary of the text CCR.R.2</li> <li>cites specific textual evidence to support analysis, attending to the precise details of explanations or descriptions as well as affords consideration of the date and origin of information CCR.RH.1</li> </ul>	<ul style="list-style-type: none"> <li>reads to determine what the text says explicitly and requires assistance when making logical inferences from it CCR.R.1</li> <li>analyzes how and why individuals, events, or ideas develop over the course of the text CCR.R.3</li> <li>determines the central ideas or conclusions of a text and provides a summary of the text CCR.R.2</li> <li>cites specific textual evidence to support analysis of primary and secondary sources CCR.RH.1</li> </ul>
Craft & Structure	<ul style="list-style-type: none"> <li>interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings CCR.R.4</li> <li>analyzes how specific word choices shape meaning and/or tone CCR.R.4</li> <li>analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole CCR.R.5</li> <li>assesses how point of view or purpose shares the content and style of a text CCR.R.6</li> </ul>	<ul style="list-style-type: none"> <li>interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings CCR.R.4</li> <li>analyzes how specific word choices shape meaning and/or tone CCR.R.4</li> <li>analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole CCR.R.5</li> <li>assesses how point of view or purpose shares the content and style of a text CCR.R.6</li> </ul>	<ul style="list-style-type: none"> <li>interprets words and phrases as they are used in a text</li> <li>requires guidance to analyze how specific word choices shape meaning and/or tone</li> <li>analyzes the structure of texts with scaffolded support</li> <li>assesses how point of view or purpose shares the content and style of a text CCR.R.6</li> </ul>
Integration of Knowledge & Ideas	<ul style="list-style-type: none"> <li>integrates and evaluates multiple sources of information presented in diverse formats and media in order to address a question/solve a problem CCR.R.7</li> <li>delineates and evaluates the argument and specific claims in a text, including the validity, relevance and sufficiency of the reasoning/evidence CCR.R.8</li> <li>analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take CCR.R.9</li> <li>makes multiple connections to personal experience and/or societal issues</li> </ul>	<ul style="list-style-type: none"> <li>integrates and evaluates multiple sources of information presented in print and other media to address a question/solve a problem CCR.R.7</li> <li>evaluates the argument and specific claims in a text, including the validity, relevance and sufficiency of the reasoning/evidence CCR.R.8</li> <li>analyzes how two or more texts address similar themes or topics CCR.R.9</li> <li>makes connections between concepts and personal or prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>integrates multiple sources of information presented in diverse formats and media in order to address a question/solve a problem with scaffolding CCR.R.7</li> <li>evaluates the argument and specific claims in a text CCR.R.8</li> <li>analyzes how two or more texts address similar themes or topics with scaffolding CCR.R.9</li> <li>misses connections or makes connections which are inaccurate or superficial</li> </ul>
Range & Complexity	<ul style="list-style-type: none"> <li>reads from a variety of sophisticated/ unfamiliar texts, with attention to inflection, audience, and mechanics</li> <li>reads and comprehends complex literacy and informational texts independently and proficiently CCR.R.10</li> </ul>	<ul style="list-style-type: none"> <li>reads expressively with attention to inflection, audience and mechanics</li> <li>reads and comprehends complex literacy and informational texts independently and proficiently but with scaffolding as needed CCR.R.10</li> </ul>	<ul style="list-style-type: none"> <li>reads without attention to inflection, audience, or mechanics</li> <li>reads and comprehends complex literacy and informational texts with scaffolding CCR.R.10</li> </ul>
Vocabulary Acquisition & Use	<ul style="list-style-type: none"> <li>determines and clarifies the meaning of unknown and multiple-meaning words and phrases by using context clues CCR.L.4</li> <li>consults general and specialized reference materials, as appropriate CCR.L.4</li> <li>interprets figures of speech in context and analyzes their role in the text CCR.L.5</li> <li>acquires and uses 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 CCR.L.6</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates understanding of figurative language, word relationships, and nuances in word meanings CCR.L.4</li> <li>consults general and specialized reference materials, as appropriate CCR.L.4</li> <li>interprets figures of speech in context and analyzes their role in the text CCR.L.5</li> <li>uses 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 CCR.L.6</li> </ul>	<ul style="list-style-type: none"> <li>requires guidance to demonstrate understanding of figurative language, word relationships, and nuances in word meanings CCR.L.4</li> <li>consults general reference materials, as appropriate CCR.L.4</li> <li>requires assistance when interpreting figures of speech in context and analyzing their role in the text CCR.L.5</li> <li>uses 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 CCR.L.6</li> </ul>

# An FHS Writer

The FHS Writer Rubric is closely aligned to the College and Career Readiness Anchor Standards for Writing (CCR.W) as included in the Massachusetts Curriculum Frameworks and Common Core State Standards in support of shared literacy instruction. The language of the grade 11-12 standards is directly represented in the “Advanced Level” performance descriptors. The language of the grade 9-10 standards is directly represented in the “Proficient Level” performance descriptors.

Modifications of this language appear in the “Needs Improvement Level” performance descriptors.

	Advanced Level an FHS writer consistently...	Proficient Level an FHS writer frequently...	Needs Improvement Level an FHS writer generally...
<b>Unity, Coherence &amp; Full Development</b>	<ul style="list-style-type: none"> <li>writes thesis statements that are appropriate, complex, analytical, engaging</li> <li>writes paragraphs and multi-paragraph essays that demonstrate synthesis and audience awareness, as well as unity, coherence and full development</li> <li>uses appropriate textual evidence</li> <li>cites textual evidence appropriately</li> <li>includes less obvious or increasingly abstract evidence</li> </ul>	<ul style="list-style-type: none"> <li>writes thesis statements that clearly reflect the assignment</li> <li>writes paragraphs and multi-paragraph essays that include unity, coherence, and full development</li> <li>cites textual evidence</li> <li>includes relevant, accurate information/historical documentation</li> <li>seeks less concrete or less obvious choices</li> </ul>	<ul style="list-style-type: none"> <li>writes thesis statements that are simple and/or indirectly related to the assignment</li> <li>writes paragraphs or multi-paragraph essays which lack unity, coherence, and/or full development</li> <li>cites textual evidence that is concrete</li> <li>cites obvious or irrelevant evidence</li> </ul>
<b>Text Types &amp; Purposes</b>  <i>Text Types include, but are not limited to,</i> <ul style="list-style-type: none"> <li>✓ narrative</li> <li>✓ literary analysis</li> <li>✓ research paper/presentation</li> <li>✓ resume</li> <li>✓ lab report</li> <li>✓ in-class lecture notes</li> </ul>	<ul style="list-style-type: none"> <li>adjusts styles for purposes of assignment</li> <li>writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence CCR.W.1</li> <li>provides a concluding statement or section that follows from and supports the argument presented CCR.W.1</li> <li>writes informative/explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of content CCR.W.2</li> <li>affords attention to formatting, use of graphics and multimedia to aid comprehension CCR.W.2</li> <li>establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline CCR.W.2</li> <li>writes narratives to develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences CCR.W.3</li> <li>uses previous knowledge to identify complex, subtle, or abstract comparisons and contrasts</li> </ul>	<ul style="list-style-type: none"> <li>gears writing to assignment</li> <li>writes arguments to support claims in an analysis using valid reasoning and relevant and sufficient evidence CCR.W.1</li> <li>provides a concluding statement or section that follows from and supports the argument presented CCR.W.1</li> <li>writes informative/explanatory texts to examine and convey complex ideas clearly and accurately through effective organization and analysis of content CCR.W.2</li> <li>affords attention to formatting, use of graphics and multimedia to aid comprehension CCR.W.2</li> <li>establishes and maintains a formal style and objective tone CCR.W.2</li> <li>writes narratives to develop real or imagined experiences using effective technique, well-chosen details, and structure CCR.W.3</li> <li>writes about similarities and differences, in such areas as plot, character, conflict, data, perspective, theme, style, and audience</li> </ul>	<ul style="list-style-type: none"> <li>lacks insight into the type of writing assigned</li> <li>writes arguments to support claims in an analysis of topics or texts, using relevant evidence CCR.W.1</li> <li>provides a concluding statement or section that follows from and supports the argument presented CCR.W.1</li> <li>writes informative/explanatory texts to examine and convey essential ideas through the effective selection, organization, and analysis of content CCR.W.2</li> <li>affords limited attention to formatting or substitutes use of graphics and multimedia to aid comprehension CCR.W.2</li> <li>establishes and maintains a formal style and objective tone with some assistance CCR.W.2</li> <li>writes narratives to develop real or imagined experiences using appropriate technique, details, and structure CCR.W.3</li> <li>with assistance, can make connections among concrete examples, situations, assignments</li> </ul>
<b>Production, Revision &amp; Distribution of Writing</b>	<ul style="list-style-type: none"> <li>demonstrates extensive planning when developing a written assignment</li> <li>produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience CCR.W.4</li> <li>develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience CCR.W.5</li> <li>uses technology, including the Internet, to produce, publish and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically CCR.W.6</li> <li>demonstrates mastery of the mechanics of the English language</li> </ul>	<ul style="list-style-type: none"> <li>shows evidence of planning for pre-writing; may include notes, outlines, webs, graphic organizers, index cards, drafts</li> <li>produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience CCR.W.4</li> <li>develops and strengthens writing as needed by planning, revising, editing, and rewriting CCR.W.5</li> <li>uses technology to produce, publish and update writing products in response to ongoing feedback, including new arguments or information CCR.W.6</li> <li>writes with few errors in grammar, usage, and mechanics relative to length of assignment</li> </ul>	<ul style="list-style-type: none"> <li>shows minimal evidence of planning, note taking, or pre-writing</li> <li>produces coherent writing in which the development and organization are increasingly appropriate to task, purpose, and audience CCR.W.4</li> <li>seeks support and/or clarification to develop writing through planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience CCR.W.5</li> <li>uses technology to produce, publish and update writing products CCR.W.6</li> <li>writes with many errors in grammar, usage, and mechanics relative to length of assignment</li> </ul>
<b>Range of Writing</b>	<ul style="list-style-type: none"> <li>writes 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 CCR.W.10</li> </ul>	<ul style="list-style-type: none"> <li>writes 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 CCR.W.10</li> </ul>	<ul style="list-style-type: none"> <li>experiences delays and gaps that interrupt writing routine</li> </ul>



# An FHS Problem Solver

The FHS Problem Solver Rubric directly reflects the concept and skill progression for the *ENGINEERING DESIGN PROCESS (EDP)\** as published by the Massachusetts Department of Elementary and Secondary Education. The language of the standards is directly represented in the “Proficient Level” performance descriptors. Modifications of this language appear in the “Advanced Level” and “Needs Improvement Level” performance descriptors.

	Advanced Level an FHS problem solver <i>consistently</i> ...	Proficient Level an FHS problem solver <i>frequently</i> ...	Needs Improvement Level an FHS problem solver <i>generally</i> ...
<b>Defining the Problem</b>	<ul style="list-style-type: none"> <li>identifies a complex problem and breaks it down into smaller units</li> <li>identifies the need in the context of the larger problem</li> </ul>	<ul style="list-style-type: none"> <li>identifies a valid problem and breaks it down into smaller units</li> <li>recognizes a need within the problem</li> </ul>	<ul style="list-style-type: none"> <li>recognizes and defines a simple or obvious problem</li> <li>identifies a need within the problem; may need support</li> </ul>
<b>Researching the Problem</b>	<ul style="list-style-type: none"> <li>identifies sophisticated, relevant or valid information</li> <li>delays decision making until the challenge of the problem has been fully explored</li> <li>identifies and selects appropriate and sophisticated sources to define the problem</li> <li>organizes information for understanding and clarity</li> </ul>	<ul style="list-style-type: none"> <li>recognizes information seeking as an integral part of the defining and subsequently solving the problem</li> <li>delays decisions until the challenge of the problem has been fully explored</li> <li>interprets and recognizes appropriate research sources to define the problem</li> <li>organizes information for understanding and clarity with minimal instruction</li> </ul>	<ul style="list-style-type: none"> <li>needs others to provide instruction on how/where to seek resources/information</li> <li>delays overall decision making; uses early judgments to guide research</li> <li>selects the most relevant sources with some guidance</li> <li>organizes information with increased direct instruction</li> </ul>
<b>Outlining Possible Solutions</b>	<ul style="list-style-type: none"> <li>uses words, drawings and/or prototypes to brainstorm possible solutions</li> <li>independently creates and completes a complex multi-step task to identify possible solutions</li> <li>engages in cyclical revisions of possible solutions</li> <li>proposes multiple solutions that are detailed, quantifiable and measureable</li> </ul>	<ul style="list-style-type: none"> <li>uses words, drawings and/or prototypes to brainstorm possible solutions</li> <li>evaluates pros and cons of each possible solution and recognizes the need to develop multiple solutions</li> <li>engages in multiple revisions of possible solutions</li> <li>generates solutions that are detailed, quantifiable and measurable</li> </ul>	<ul style="list-style-type: none"> <li>uses words, drawings and/or prototypes to brainstorm possible solutions; may need support</li> <li>evaluates pros and cons of each possible solution with scaffolding</li> <li>completes one or fewer revisions</li> <li>does not consider multiple solutions</li> </ul>
<b>Selecting the Best Possible Solution &amp; Making Connections</b>	<ul style="list-style-type: none"> <li>engages in logical reasoning to justify the best possible solution</li> <li>recognizes and gives evidence of subtle bias/point of view</li> <li>recognizes and analyzes unlikely or subtle similarities and differences</li> <li>analyzes data, draws conclusions, makes connections to project and reaches for significance</li> </ul>	<ul style="list-style-type: none"> <li>justifies the best possible solution</li> <li>analyzes effectiveness of designs/solutions to inform decisions</li> <li>makes design decisions based on consideration and analysis of evidence and issues</li> <li>identifies, analyzes and comments on similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>requires assistance to determine the best possible solution</li> <li>distinguishes fact from opinion with assistance</li> <li>identifies and/or analyzes obvious similarities and differences</li> <li>considers insufficient evidence and superficial issues when making design decisions</li> </ul>
<b>Testing &amp; Evaluating Solutions</b>	<ul style="list-style-type: none"> <li>takes academic risks by choosing challenging learning experiences</li> <li>determines what methods and tools are appropriate to use to implement solution</li> <li>develops valid criteria and experimental tests to evaluate solution/prototype</li> <li>participates in a way that advances critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>takes academic risks by engaging in new learning experiences</li> <li>determines what methods and tools are appropriate to use to implement solution</li> <li>develops valid criteria and experimental tests to evaluate solution/prototype</li> <li>participates in a manner that demonstrates critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>takes academic risks when prompted</li> <li>determines what methods or tools are appropriate to use to implement the solution</li> <li>develops criteria or experimental tests to evaluate potential solutions/prototypes</li> <li>demonstrates critical thinking with extensive prompting</li> </ul>
<b>Selecting &amp; Communicating a Solution</b>	<ul style="list-style-type: none"> <li>documents final solution through written documents, presentations and constructions</li> <li>creates presentations that include specifications, performance, benefits and limitations</li> <li>communicates solutions by presenting in a style easily understood by the audience</li> <li>accurately and completely documents information pertaining to the solution</li> </ul>	<ul style="list-style-type: none"> <li>documents solution through written documents, presentations and/or constructions</li> <li>creates presentations that include specifications, benefits and limitations</li> <li>communicates solutions by presenting in a style easily understood by the audience</li> <li>documents information pertaining to the solution with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>documents some of the solution through written documents, presentations and/or constructions</li> <li>creates presentations that may include some specifications, benefits and limitations</li> <li>communicates solution by presenting in a style easily understood by the audience</li> <li>documents limited or insufficient information pertaining to the solution</li> </ul>
<b>Engaging in Redesign</b>	<ul style="list-style-type: none"> <li>focuses redesign attention on key problems</li> <li>troubleshoots where changes are needed without guidance</li> <li>demonstrates that design is not a linear process and revisits design multiple times in search of a solution</li> </ul>	<ul style="list-style-type: none"> <li>focuses redesign attention on key problems</li> <li>troubleshoots with minimal guidance</li> <li>understands that design is not a linear process</li> </ul>	<ul style="list-style-type: none"> <li>identifies areas of key problems, but does not focus the redesign in these areas</li> <li>troubleshoots with guidance</li> <li>treats redesign as a linear process</li> </ul>
<b>Arriving at a Deepened Understanding</b>	<ul style="list-style-type: none"> <li>identifies when enough testing has been completed to arrive at a valid conclusion</li> <li>provides detailed areas of further research to be explored to further understanding</li> </ul>	<ul style="list-style-type: none"> <li>identifies when enough testing has been completed to arrive at a valid conclusion</li> <li>provides possible areas of research that can be completed to further understanding</li> </ul>	<ul style="list-style-type: none"> <li>requires scaffolding when testing solutions, identifying variables or recognizing illogical solutions</li> <li>provides possible areas of further research with support</li> </ul>



## An FHS Researcher

*This FHS Researcher Rubric outlines the phases of research. The product through which students showcase their research can vary from a traditional research paper to a presentation to the development of a blog. Therefore, this Rubric is used in conjunction with one of the other FHS*

*Core Rubrics to assess both the process and the product.*

	Advanced Level <i>an FHS researcher consistently...</i>	Proficient Level <i>an FHS researcher frequently...</i>	Needs Improvement Level <i>an FHS researcher generally...</i>
<b>Inquiry</b>	<ul style="list-style-type: none"> <li>conducts short as well as more sustained research projects to answer a question or solve a problem CCR.W.7</li> <li>synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation CCR.W.7</li> <li>develops novel, thought-provoking questions about the information</li> <li>considers opposing perspectives and rephrases questions to meet demands of assignment</li> <li>identifies and selects appropriate information from multiple authoritative print and digital sources with little or no assistance CCR.W.8</li> </ul>	<ul style="list-style-type: none"> <li>conducts short as well as more sustained research projects to answer a question or solve a problem CCR.W.7</li> <li>synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation CCR.W.7</li> <li>identifies appropriate questions about the information</li> <li>formulates/analyzes questions about the information</li> <li>identifies information from multiple print and digital sources that are likely to build understanding of topic CCR.W.8</li> </ul>	<ul style="list-style-type: none"> <li>conducts short as well as highly structured research projects to answer a question) or solve a problem</li> <li>accesses multiple sources on the subject, demonstrating understanding of the subject under investigation CCR.W.7</li> <li>needs assistance to formulate appropriate questions about information</li> <li>accepts most information without questioning</li> <li>gathers relevant information from multiple relevant sources CCR.W.8</li> </ul>
<b>Consultation of Primary Sources</b>	<ul style="list-style-type: none"> <li>includes primary sources when applicable to assignment</li> <li>conducts an interview/interviews based on problem questions which reveal in-depth preparation</li> <li>uses a wide range of sources both in and out of the library</li> </ul>	<ul style="list-style-type: none"> <li>includes primary source reference when applicable to assignment</li> <li>conducts an interview/interviews</li> <li>uses multiple sources</li> </ul>	<ul style="list-style-type: none"> <li>needs assistance identifying appropriate primary sources when applicable to assignment</li> <li>requires support to prepare for and/or conduct an interview</li> <li>limits use of sources to those most readily available</li> </ul>
<b>Consultation of Secondary Sources</b>	<ul style="list-style-type: none"> <li>accesses multiple library resources including available technologies</li> <li>determines the relevance and importance of sources</li> <li>draws evidence from literary or informational texts to support analysis, reflection, and research CCR.W.9</li> </ul>	<ul style="list-style-type: none"> <li>accesses/uses technology and/or common library resources with minimal support</li> <li>determines relevance of sources</li> <li>draws evidence from informational texts to support analysis, reflection, and research CCR.W.9</li> </ul>	<ul style="list-style-type: none"> <li>requires support to identify resources to access information</li> <li>needs help to identify important information</li> <li>draws evidence from informational texts to support analysis, reflection, and research CCR.W.9</li> </ul>
<b>Application &amp; Analysis</b>	<ul style="list-style-type: none"> <li>develops a sophisticated organizational structure that promotes making connections to the real world</li> <li>develops new perspectives</li> <li>creates an original conclusion based on an analysis of appropriate research</li> <li>accurately paraphrases to enhance/enrich assignment</li> </ul>	<ul style="list-style-type: none"> <li>uses a common organizational structure (i.e., paraphrasing, outlining, graphic organizers) that promotes making connections to the real world</li> <li>arrives at common conclusions</li> <li>recognizes and combines conclusions of others</li> <li>sufficiently paraphrases to meet requirements of assignment</li> </ul>	<ul style="list-style-type: none"> <li>uses a simple organizational structure, which limits ability to make connections to the real world</li> <li>restates the decisions and solutions of others</li> <li>requires guidance to draw own conclusions</li> <li>has difficulty putting information into own words</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>evaluates the credibility of information material sources and assesses the strengths and limitations of each source in terms of the task, purpose, and audience CCR.W.8</li> <li>evaluates the product and the process throughout the duration of the assignment</li> <li>redirects based upon patterns in research or makes revisions when necessary</li> </ul>	<ul style="list-style-type: none"> <li>evaluates the credibility of information sources and assesses the usefulness of each source in answering the research question CCR.W.8</li> <li>recognizes when the final product is completed effectively</li> <li>identifies areas for improvement</li> <li>evaluates the product and process frequently</li> </ul>	<ul style="list-style-type: none"> <li>needs assistance to evaluate the credibility of information sources and assess the usefulness of each source in answering the research question CCR.W.8</li> <li>needs assistance to evaluate both the product and the process</li> <li>requires guidance to revise and improve</li> </ul>
<b>Documenting</b> <i>All products of research require a works consulted or works cited document formatted using MLA*.</i>	<ul style="list-style-type: none"> <li>credits sources accurately</li> <li>includes proper in-text citations when necessary</li> <li>accurately follows copyright laws and fair use guidelines</li> <li>integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation CCR.W.8</li> </ul>	<ul style="list-style-type: none"> <li>credits sources accurately</li> <li>includes proper in-text citations when necessary</li> <li>seeks assistance to follow copyright laws and fair use guidelines</li> <li>integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation CCR.W.8</li> </ul>	<ul style="list-style-type: none"> <li>requires guidance to credit sources</li> <li>requires guidance determining when/how to use in-text citations</li> <li>requires considerable guidance to accurately follow copyright laws and fair use guidelines</li> <li>integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation CCR.W.8</li> </ul>

# An FHS Presenter/Performer

*This rubric highlights the key features our students exhibit when they communicate their learning to their peers, teachers larger community audiences within their evolving learning communities.*

	Advanced Level <i>an FHS presenter/performer consistently...</i>	Proficient Level <i>an FHS presenter/performer frequently...</i>	Needs Improvement Level <i>an FHS presenter/performer generally...</i>
<b>Content Knowledge</b>	<ul style="list-style-type: none"> <li>•shows in-depth understanding of topic</li> <li>•uses information that is effective and appropriate</li> <li>•makes relevant, meaningful and original connections</li> <li>•anticipates, poses and encourages questions and provides thoughtful responses</li> <li>•listens carefully, interprets, and responds specifically to questions</li> </ul>	<ul style="list-style-type: none"> <li>•shows understanding of content information</li> <li>•selects information that is effective and relevant</li> <li>•makes relevant, meaningful connections</li> <li>•answers questions accurately</li> </ul>	<ul style="list-style-type: none"> <li>•shows superficial or inaccurate grasp of content knowledge</li> <li>•includes irrelevant or off-topic information</li> <li>•requires prompting and/or assistance to answer questions</li> <li>•needs assistance to make meaningful connections</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>•demonstrates having extensively planned and rehearsed, utilizes several modes of presentation</li> <li>•surpasses goals of assignment</li> <li>•meets time requirements and deadlines</li> <li>•researches and organizes concepts to develop a coherent presentation</li> </ul>	<ul style="list-style-type: none"> <li>•demonstrates effective planning and/or rehearsal; utilizes more than one presentation style</li> <li>•meets goals of assignment</li> <li>•meets time requirements and deadlines</li> <li>•researches and organizes concepts to develop a coherent presentation</li> </ul>	<ul style="list-style-type: none"> <li>•demonstrates inadequate planning/lack of rehearsal; utilizes just one presentation style</li> <li>•needs assistance to meet goals of assignment</li> <li>•meets time requirements and/or deadlines with prompting or support</li> <li>•develops a coherent presentation</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>•uses an engaging, innovative introduction</li> <li>•is able to respond to audience, while maintaining the flow of the presentation</li> <li>•engages audience and holds audience's attention throughout presentation</li> <li>•employs effective               <ul style="list-style-type: none"> <li>•___ eye contact</li> <li>•___ inflection</li> <li>•___ pacing</li> <li>•___ word choice</li> <li>•___ articulation</li> <li>•___ projection</li> <li>•___ posture</li> <li>•___ pitch</li> </ul> </li> <li>•to enhance presentation/performance</li> <li>•appears comfortable and self-confident</li> <li>•uses reference material for cues</li> <li>•uses correct grammar, pronunciation and advanced vocabulary</li> <li>•includes effective conclusion which reaches for significance</li> </ul>	<ul style="list-style-type: none"> <li>•includes an engaging introduction</li> <li>•presents an organized flow of important information</li> <li>•holds audience's attention</li> <li>•employs               <ul style="list-style-type: none"> <li>•___ eye contact</li> <li>•___ inflection</li> <li>•___ pacing</li> <li>•___ word choice</li> <li>•___ articulation</li> <li>•___ projection</li> <li>•___ posture</li> <li>•___ pitch</li> </ul> </li> <li>•throughout presentation/ performance</li> <li>•appears comfortable and self-confident</li> <li>•has reference material that is occasionally read from during presentation</li> <li>•uses correct grammar and pronunciation</li> <li>•brings the presentation to a logical conclusion</li> </ul>	<ul style="list-style-type: none"> <li>•includes a simplistic introduction</li> <li>•requires prompting to present/perform in an organized manner</li> <li>•has little connection with audience</li> <li>•employs               <ul style="list-style-type: none"> <li>•___ eye contact</li> <li>•___ inflection</li> <li>•___ pacing</li> <li>•___ word choice</li> <li>•___ articulation</li> <li>•___ projection</li> <li>•___ posture</li> <li>•___ pitch</li> </ul> </li> <li>•throughout presentation/performance</li> <li>•acts in a manner that detracts from performance/presentation</li> <li>•appears uncomfortable in the role of presenter/performer</li> <li>•reads verbatim from reference material</li> <li>•makes errors in language which detract from presentation</li> <li>•needs assistance bringing presentation/performance to a logical conclusion</li> </ul>
<b>Visuals</b>	<ul style="list-style-type: none"> <li>•includes a creative, varied, innovative use of technology/multi-media</li> <li>•utilizes technology to enhance delivery of content</li> <li>•uses effective design elements (e.g., photos, props, interaction) to ensure an aesthetically pleasing, organized presentation</li> <li>•includes written text with no errors in mechanics or spelling</li> <li>•ensures appropriate amount of text for selected presentation, audience</li> </ul>	<ul style="list-style-type: none"> <li>•includes appropriate technology</li> <li>•selects or creates visuals and/or props that illustrate presentation/performance</li> <li>•uses design elements that support but do not overpower presentation</li> <li>•includes written text with few errors in mechanics or spelling</li> <li>•ensures appropriate amount of text for selected presentation, audience</li> </ul>	<ul style="list-style-type: none"> <li>•needs support to use appropriate technology</li> <li>•needs support to determine which visuals are suitable to presentation/performance</li> <li>•uses design elements that distract audience</li> <li>•includes written text with several errors in mechanics or spelling</li> <li>•includes text that is either too lengthy or significantly too short for presentation, audience</li> </ul>

# An FHS Worker: Habits of Mind

*The FHS Habits of Mind Rubric outlines the manner in which students learn and engage with others within the school community in an effort to realize their own potential and to achieve college and career readiness. This rubric highlights our core values first—rigor, respect & responsibility—and articulates what each looks like at each of the three performance levels.*

	<b>Advanced Level</b> <i>an FHS worker consistently...</i>	<b>Proficient Level</b> <i>an FHS worker frequently...</i>	<b>Needs Improvement Level</b> <i>an FHS worker generally ...</i>
<b>Rigor</b>	<ul style="list-style-type: none"> <li>ensures accuracy and clarity</li> <li>demonstrates a willingness to overcome obstacles in order to reach learning goals</li> <li>demonstrates exceptional time management and independence</li> <li>demonstrates exceptional preparation, planning and execution</li> <li>demonstrates punctuality relative to attendance and deadlines</li> <li>identifies, accesses and utilizes several learning resources</li> </ul>	<ul style="list-style-type: none"> <li>strives for accuracy and clarity with some assistance</li> <li>demonstrates a willingness to overcome obstacles to reach learning goals</li> <li>needs occasional assistance to manage time effectively</li> <li>demonstrates effective preparation, planning and execution</li> <li>demonstrates punctuality relative to attendance and deadlines</li> <li>identifies, accesses and utilizes several learning resources with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>shows concern for accuracy and/or clarity</li> <li>needs assistance and/or experiences frustration when faced with difficult tasks</li> <li>demonstrates willingness to settle for an incomplete or substandard product</li> <li>needs assistance to manage time effectively</li> <li>prepares or plans though may need guidance or redirection</li> <li>arrives to class; has tardies or unexcused absences noted on attendance reports</li> <li>misses deadlines</li> <li>needs extensive assistance to identify, access and utilize learning resources</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>behaves in a non-judgmental manner</li> <li>promotes respectful interactions among peers</li> <li>considers and is open to new ideas and suggestions</li> <li>respects environment and materials</li> <li>follows safety guidelines</li> <li>uses appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>acts civilly to others</li> <li>considers and is open to new ideas and suggestions</li> <li>respects environment and materials</li> <li>follows safety guidelines</li> <li>uses appropriate language but may need an occasional reminder</li> </ul>	<ul style="list-style-type: none"> <li>is unappreciative of differing viewpoints</li> <li>argues or demonstrates discourteous behaviors towards others</li> <li>demonstrates reluctance to entertain new ideas and suggestions</li> <li>needs ongoing monitoring of respect for environment, materials and safety guidelines</li> <li>needs frequent reminding to use appropriate language</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>demonstrates a willingness to take calculated academic risks</li> <li>takes responsibility for own learning or group goals</li> <li>dependable</li> <li>self-regulates and displays independence</li> <li>anticipates and takes full responsibility to complete missed assignments when absent</li> <li>uses electronic devices responsibly to support and extend learning</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a willingness to take calculated academic risks with some support</li> <li>takes responsibility for own learning or group goals</li> <li>dependable</li> <li>self-regulates and displays independence</li> <li>collects and completes missed assignments after absence</li> <li>uses electronic devices responsibly to support learning</li> </ul>	<ul style="list-style-type: none"> <li>shows reluctance to taking calculated academic risks</li> <li>seldom takes responsibility for own learning or group goals</li> <li>inconsistently dependable</li> <li>frequently needs direction and redirection</li> <li>collects and/or completes missed assignments after absence when prompted</li> <li>uses electronic devices in a manner that limits or disrupts learning</li> </ul>
<b>Maturity</b>	<ul style="list-style-type: none"> <li>demonstrates flexibility and comfort when reflecting on own performance and achievement</li> <li>demonstrates patience when dealing with frustrations</li> <li>shows self-discipline and integrity</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates flexibility and willingness to reflect on own performance and achievement</li> <li>strives for patience when dealing with frustrations</li> <li>shows self-discipline and integrity</li> </ul>	<ul style="list-style-type: none"> <li>rarely demonstrates a willingness to consider change or to reflect on own performance and achievement</li> <li>gives up when encountering frustration</li> <li>needs extensive assistance with self-discipline and/or integrity</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>seeks innovative solutions</li> <li>seeks new and/or unique ways to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>seeks innovative solutions with some assistance</li> <li>considers new ways to express ideas that are presented to him/her</li> </ul>	<ul style="list-style-type: none"> <li>struggles to develop alternative solutions</li> <li>relies on conventional ways to express ideas</li> </ul>
<b>Participation/ Collaboration</b>	<ul style="list-style-type: none"> <li>shows exceptional cooperation</li> <li>listens carefully and attentively to others and plays a leadership role</li> <li>makes meaningful, insightful, helpful contributions</li> <li>displays a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>cooperates</li> <li>listens attentively to others but may need an occasional reminder</li> <li>makes meaningful, insightful, helpful contributions</li> <li>displays a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>is hesitant to cooperate</li> <li>needs frequent reminding to listen to others; frequently interrupts</li> <li>behaves in a manner that is inattentive/dismissive; can be disruptive</li> <li>provides few meaningful, insightful, helpful contributions</li> <li>inconsistently displays a positive attitude</li> </ul>

# ACADEMIC PROGRAM GUIDELINES

## General Course Selection Information

Courses must be taken in their correct sequence of difficulty. Credit is not given for courses which are repeated with the exceptions of physical education and select art, music, and elective courses. Review specific considerations with your guidance counselor. Graduation credits may be earned through "Additional Learning Programs," which are outlined on pages 38. At least three-fourths of the minimum graduation credits must be earned in regular day school courses. See more information on independent learning on page 39. You should also speak with your guidance counselor about the POLICY FOR COURSEWORK THAT EXCEEDS FHS OFFERINGS WITHIN THE DAILY SCHEDULE if you are unsure about whether or not an additional course can be applied towards graduation.

A maximum of eight credits can be earned in correspondence classes and applied towards fulfillment of the graduation requirements. Additional credits earned in correspondence classes must be approved by the principal prior to registration.

Students cannot fulfill their English requirements with correspondence courses. English requirements can be fulfilled through day school classes, afterschool workshop classes, online learning, or summer school classes.

## Grade Point Average

GPA is **not** weighted and is computed using the final grade for a course. Courses currently in progress will have quarter grades averaged for the GPA. Quarterly averaging also applies to current year courses with blank or incomplete final grades. All course work taken during grades 9-12 applies to GPA.

The following point values are used when calculating a student's GPA:

	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
F = 0		

## Minimum and Maximum Course Load

All students must carry enough courses to be assigned in class for six periods a cycle. To ensure that each student is carrying the minimum load of 24 credits, they must register for 28 credits. Freshman students must register for 26 credits.

## Coursework That Exceeds FHS Offerings Within the Daily Schedule

Falmouth High School recognizes students' diverse interests, talents and abilities. In accordance, we strive to offer an equally diverse series of course offerings in both core and elective areas. We also recognize that there are instances in which students seek additional course enrollments beyond the offerings in the Falmouth High School Program of Studies. Coursework that is pre-

approved will appear on a student's official Falmouth High School transcript in accordance with the following provisions.

All enrollments outside of the daily schedule and not included in the FHS Program of Studies must be pre-approved by the discipline-specific department head. Approval will be requested as well as granted or denied using the specified form.

Only eight (8) credits of additional coursework will be added to the student's official Falmouth High School transcript and included in the grade point average (GPA) and rank calculations. Students will only be able to include eight (8) credits of additional coursework throughout their entire enrollment at Falmouth High School.

Any additional coursework—beyond the first eight credits—will be added to the official Falmouth High School transcript but not included in the GPA and rank calculations.

Courses that are not pre-approved will not be included on a student's official Falmouth High School transcript.

## Course and Designation Changes

All course changes must be requested on a drop/add form, which is available in the Guidance Office.

- To change an academic **class** during the 1<sup>st</sup> cycle\*, a student's parent/guardian and his/her guidance counselor must give approval on the drop/add form.
- To change a **class** during the 2<sup>nd</sup> cycle\*, a student's parent/guardian, guidance counselor, and the appropriate department head must give approval on the drop/add form.
- To drop a **class** after the completion of the 2<sup>nd</sup> cycle\*, administrative approval must be sought, and the student will receive the appropriate WP or WF grade.
- To change a **designation** in a particular class, a student will need approval from their parent/guardian, guidance counselor, and appropriate department head. If the designation change request is initiated after the first marking period, administrative approval will be required.

*\*cycle = 6 day rotation of course meetings – A-F days.*

## Course Prerequisites

Falmouth High School offers a broad curriculum in terms of both the scope of courses and the skill designations at which the courses are offered. Student enrollment and ability to succeed in a class may depend on the completion of prior courses. Prerequisites, if necessary, are listed with a course description to assist parents and students in making good choices about enrolling in a particular course.

Prerequisite courses must be passed, and the students must have earned a predetermined final average. No prerequisites are satisfied without a passing grade. If a reasonable level of competence has not been achieved, the student may choose to go to summer school to repeat the course, if it is available.

Finally, certain courses require performance prerequisites. This may take the shape of an audition (in some musical courses for example), a writing sample, or the completion of a project to demonstrate skills.

## Academic Honors

At the end of each marking period, an honor roll is published. To be eligible, a student must be meeting minimum course load requirements. Students having all A's (A, A-) achieve high honors; students with no grade lower than a B (B+, B, B-) earn honors.

The following pages contain selected information about the seven National Honor Societies through which Falmouth High Schools hosts local chapters.

# THE DISTINGUISHED HONORS SOCIETIES OF FALMOUTH HIGH SCHOOL

Falmouth High School both recognizes and celebrates students' academic achievements. Among the ways in which we are able to do so is by hosting active, local chapters of many of our nation's well-known honor societies. This overview offers insight into general eligibility guidelines for each of our chapters. The information presented is not wholly inclusive of all rules and regulations. Students invited to apply for final review and induction are encouraged to contact the chapter's advisor(s) for additional information.

## National Honor Society

*Ms. Shelley Abreu, Advisor*

Falmouth High School's Chapter of the National Honor Society inducts the junior members and newly eligible senior members each Spring. These members must adhere to the following standards:

1. maintain a 3.5 grade point average (GPA); and,
2. adhere to qualities of scholarship, character, leadership, and service in school and community (*see details in the Student/Parent Handbook*).

Once inducted, members must participate in Chapter-sponsored events, complete the requisite number of service hours, and attend regular meetings.

## Mu Alpha Theta: The National Math Honor Society

*Ms. Andrea Gennaro, Advisor*

Mu Alpha Theta is a National High School and Two Year College Mathematics Honor Society dedicated to inspiring keen interest in mathematics. Members must demonstrate excellence in honors math courses with a math GPA of 3.5 or better. Members must also commit to volunteer math tutoring and attend monthly meetings.

## The Science National Honor Society

*Ms. Chris Brothers, Advisor*

The National Science Honor Society recognizes and rewards US secondary school students who excel in the sciences. Membership in the National Science Honor Society is open to juniors and seniors who have maintained a 3.0 grade point average overall and a 3.5 GPA in all science courses and who have successfully completed or are currently enrolled in at least one advanced placement (AP) level science course. Members must complete a research project in the Falmouth STEAM Fair and complete community service hours tied to the field of science, which furthers the knowledge of science in the school and community.

## The National Art Honor Society

*Ms. Corine Adams and Ms. Jane Baker, Advisors*

The National Art Honor Society inducts sophomores, juniors, and seniors annually.

Sophomores and juniors are inducted if they have a cumulative GPA of 3.5 in all art and design courses with at least one of those courses having a final grade of A- or better. In addition, candidates must be currently enrolled in an Art & Design Department course offering.

Seniors must satisfy the above criteria AND be currently enrolled in an upper level Art & Design course in the first semester of their senior year as well as complete a minimum of 30 hours of art-related community service.

To graduate with honors in Art, a student must maintain continuous enrollment in FHS Art & Design courses, be an active member of the National Art Honor Society, and have completed at least thirty hours of art-related community service using art skills.

## Modern Music Masters (Tri-M): The National Music Honor Society

*Mr. Steven Edwards, Advisor*

Students are selected for membership in the Tri-M National Music Honor Society on the basis of scholarship, character, cooperation, leadership, and service to school and community.

Students must be in their junior or senior years and must have earned a 3.8 GPA in all performing music courses and maintain a cumulative GPA of 2.8 in all other academic subjects. In addition, candidates must be currently enrolled and have been enrolled in a performing music course for two years.

To graduate with honors in music, a student must maintain continuous enrollment in FHS performing music courses and have completed at least twelve hours of music related community service.

## The National French Honor Society

*Madame Susan Schmidt, Advisor*

The French Honor Society is designed to promote the study of French and the understanding of French-speaking cultures. Candidates may be in French 2 or higher if their studies comprise at least 4 semesters of high school study. The candidates must be in 10th, 11th or 12th grades. They must have maintained an average of A- or higher and an average of B- or better in all other subjects. Students perform 10 hours of Foreign Language related service and 10 hours of other community service.



## The National Spanish Honor Society

*Sra.. Katie Stanton, Advisor*

The purpose of the Sociedad Honoraria Hispánica (SHH) is to recognize high achievement in Spanish by students of secondary schools and to promote continuity of interest in Hispanic studies. To be eligible for membership in our SHH chapter, students must be actively enrolled in Spanish III or higher and must have completed at least three semesters of Spanish. The candidates must be in 10th, 11th or 12th grade and must have maintained an average of A- as well as an overall GPA of at least 85% . Members perform 15 hours of community service, 10 of which must be related to Spanish or to the SHH chapter.

## MCAS INFORMATION

We at Falmouth High School encourage you to visit the Massachusetts Department of Elementary and Secondary Education's (DESE) website to access a variety of resources and informational postings to aid your understanding of the assessment series. Also, please feel free to call FHS at (508) 540-2200, extension 4048 or 4049.

*The following information is adapted from the Frequently Asked Questions published by the DESE on their website: [www.doe.mass.edu](http://www.doe.mass.edu).*

The MCAS tests are based on the learning standards in the [Massachusetts Curriculum Frameworks](#) in three disciplines: English Language Arts (ELA), mathematics, and science/technology/engineering. With relation to this last area, the majority of students at Falmouth High School complete the Biology MCAS.

The MCAS legacy achievement levels (Warning/Failing, Needs Improvement, Proficient and Advanced) were established as new tests were introduced between 1998 and 2006. Each time a new test was introduced, a new panel of educators was selected to set standards with new members and sometimes different methods. As a result, the legacy standards varied widely from grade to grade in their definitions of Proficient. Because the next-generation MCAS program is rolled out with grades 3-8 together and grade 10 in 2019, the educators who set the new standards had the opportunity to ensure that the definition of "Meeting Expectations" is similar from grade to grade.

The new Meeting Expectations standards are designed to signal when a child is ready to succeed academically in the grade they are moving into. Eventually, this translates into college and career readiness. Right now, approximately 50 percent of Massachusetts's high school graduates complete college with either an associate's or bachelor's degree within six years after leaving high school. The next-generation MCAS is designed to help students know where they stand while they still have time to catch up. Waiting until they place into remedial courses in college is too late.

Scores are reported separately for each subject. Scores in each subject are reported in one of four categories: Advanced, Proficient, Needs Improvement, or Failing. Students who score in the failing range are required to retest in that area(s) until a passing score is earned as required for graduation.

As mandated by the Education Reform Law of 1993, all students educated with public funds are required to participate in the MCAS tests administered in their grades. Home-schooled students are **not** enrolled in the public school system; therefore, they are **not** required **nor** entitled by law to participate in MCAS.

TEST	FIRST HIGH SCHOOL TESTING OPPORTUNITY	TIME OF YEAR
English (ELA)	Grade 10	Early Spring—March
Mathematics	Grade 10	Mid Spring—May
Science	Grade 9	Late Spring—June

## ACCESS INFORMATION

All students who are identified as an English Learner (EL) participate in the annual ACCESS assessment in January & February. Federal and state laws require that school districts assess EL students' English language proficiency for each language domain of listening, speaking, reading, and writing.

*Please refer to Massachusetts Department of Elementary and Secondary Education (DESE) website for further information: <https://www.doe.mass.edu/mcas/access/>*

Students receive a score in each domain of language, an “Overall Score”, and a “Composite Literacy Score” on a scale of 1.0 - 6.0. ACCESS Student Score Reports are shared with families at the end of the school year. The district uses the ACCESS scores to monitor a student's progress in acquiring English language proficiency in academic content areas.

In September, families are notified of a student's EL status and English proficiency level. Students are enrolled in the English Language Development (ELD) class that aligns with their English proficiency levels: ELD Newcomer, ELD1 Foundational, ELD2 Developing, or ELD3 Transitional.

The Department of Elementary and Secondary Education uses a student's previous ACCESS data to determine a proficiency benchmark score that a student should reach each year. If a student does not meet this benchmark score, the district will develop an individual English Learning Success Plan (ELSP) for the student.

The ELSP identifies a specific domain of language (listening, speaking, reading, writing) in which the student needs improvement, establishes a language goal, and implements instructional practices to promote the student's language acquisition. Families are notified if their child qualifies for an English Learning Success Plan (ELSP) and are invited to meet with the school's ELSP Team to review and approve the plan.

When a student reaches an Overall Score of 4.2 and Composite Score of 3.9 on the ACCESS assessment, they are eligible to exit EL status and families are notified.

## THE LIBRARY & LIBRARY/MEDIA ELECTIVES

The library's programs are designed to encourage the active pursuit of information, foster an appreciation of reading and literature, and create lifelong learners. The collection includes print and electronic resources, and all items in the collection are integrated with and supportive of the curriculum. The library collection is continuously updated with new resources to enrich students' academic experiences and encourage their personal interests. New print and electronic books (eBooks) are added monthly. Falmouth High School uses OverDrive Media Console for delivery of eBooks and audiobooks.

The library teacher collaborates with subject teachers to plan lessons that will further student learning and develop students' information literacy skills. Through a combination of resources, curriculum activities, and professional guidance, students are helped to acquire not only information, but also the skills and judgment to make effective and ethical use of that information in their oral, written, or visual presentations. Lessons that students might learn in the library include freshman orientation, searching online databases, website evaluation, and creating works cited pages. The library offers access to the Gale online databases, the Boston Globe database (1980 – present) and Britannica Digital Learning, which includes Encyclopedia Britannica. All of these resources can be accessed throughout the building and at home via the FHS Library website.

Students visit the library during the day both individually (with a pass) and as part of class sessions. No pass is needed for a student who would like to use library resources after school. The library is equipped to host multiple classes at any given time. There are two classroom spaces, each equipped with a SMARTBoard. One instructional area contains group tables with seating for thirty-two students. The other classroom is a computer lab with twenty-five desktop computer stations. In addition, there are desktop computers, printers, ChromeBooks, and iPad tablets for student use. The iPads are equipped with various applications to encourage student learning and growth. Teachers are able to check out multiple iPads for use during their class sessions.

### Courses

<b>7570 Living Your Best Digital Life</b>	<b>CP</b>	<b>Semester</b>	<b>Grades 9-12</b>	<b>2 Credits</b>
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Digital citizenship is important and relevant to being a productive member of society, now more than ever. In the course “Living Your Best Digital Life,” students will be asked the question: what are the implications on your everyday lives given the increased connectedness of your generation? Students will explore both the benefits and risks of using social media as they examine the science behind it, as well as develop skills to maximize their use of these tools in their daily lives. The class is designed to be mostly asynchronous and includes class discussions on Schoology.

### Quick Links

FHS Library: <https://www.falmouth.k12.ma.us/domain/223>

Overdrive: <http://overdrive.falmouth.k12.ma.us>

Destiny : <http://destiny.falmouth.k12.ma.us:50912>

## Supports for Academic Success

*The following offerings provide additional support for student learning. Some are classes which students must select or for which they must be eligible. Others are ongoing options in which students may participate as necessary.*

### Clipper Time

Offered within the school day, Clipper Time is a flexible block meant for extra help, intervention, support, engagement, or extension of learning. It is 33 minutes in length, used every day, student-driven, targeted, and academic. On Mondays, students meet with mentor teachers who assist them in creating a Clipper Time schedule for the remainder of the week. During Clipper Time on Tuesday-Friday, students follow this flexible schedule to get the timely support they need where they need it.

### Peer and VIPS Tutoring

For students who require extra support and skill building, tutoring with a peer or school volunteer can be arranged through the student's guidance counselor.

### Additional Classroom Supports

#### **2501     Reading and Writing Workshop     Semester     Grades 10, 11     2 Credits**

*Teacher recommendation required.* Freshman English students who are registered for English II and whose skill levels fall below proficient on the FHS Skills Rubrics will be required to take this course. For students new to FHS, enrollment is through the English Department Head. Sophomores who need to reestablish credit from freshman year and who have a 40 average or higher may take this course for CP English credit recovery in conjunction with their regular English course. This course is designed to strengthen reading and writing skills, to improve structured writing skills, and to prepare students for standardized tests. Students explore strategies which enrich their skills and prepare them for upper-level high school courses, college, standardized tests, and the world of work. Teachers develop an individual success plan for each student. Students are graded on a pass/no pass system. Emphasis is on class work; no outside work is assigned.

#### **2502/2503     Junior / Senior Workshop     Semester     Grades 11, 12     2 Credits**

The goal of this course is for students to reestablish credit for graduation after loss through failure or lack of attendance. Students take this course in conjunction with their regular English course. Students must have at least a 40 average in the course for which they are making up credit. Attendance is a key component; therefore students may not exceed 4 absences per quarter. A student may only take this course twice. Students are graded on a pass/no pass system. Emphasis is on class work; no outside work is assigned. This course offers remediation in critical reading and structured writing skills. Students explore strategies that will enrich their skills and prepare them for college, SAT, and the world of work. Attendance and participation are key components of the course. **Literature:** *personal essays, poetry, fiction, and nonfiction.*

**Writing:** *personal essays, open-response questions, shorter critical analysis.*

#### **3901     Mathematics Workshop     Semester     Grades 9, 10, 11     2 Elective Credits**

*Teacher recommendation required for enrollment.* This course provides a review of essential topics in algebra and geometry necessary for success on the MCAS exam. Emphasis is placed on

test-taking skills as well as reading and writing skills. Every effort is made to tailor the course to the individual needs of the students, based on previous MCAS results.

**TBD      Math Credit Recovery      Semester      Grades 10, 11, 12      Credits TBD**

*Prerequisite: Teacher Recommendation and Department Head Approval.* Algebra I, Geometry, and Algebra II students, whose skill levels fall below proficient, will be required to take this course to earn credit toward their mathematics courses. Students who have a 40 average or higher may take this course for Mathematics credit recovery in conjunction with their regular Mathematics course. This course is designed to strengthen specific skills in alignment with Algebra I, Geometry, or Algebra II courses. Students will explore strategies which enrich their skills and prepare them for upper-level high school courses, college, standardized tests, and post-secondary mathematical applications. Guidance counselors will place students appropriately with department head final approval.

## ADDITIONAL LEARNING PROGRAMS

*Falmouth High School has additional learning programs that are departures from the traditional classroom model and not mentioned in the departmental listings that follow this introductory section of the Program. Because of the nature of these offerings, careful consideration is necessary; before registering, consultation should involve the student, the parents/guardians, the guidance counselor, and the involved teacher(s). Students who are already in one of these offerings or who have been definitely accepted into one should register for the appropriate offerings. All other students should enroll in regular classes from which they will be withdrawn at a later date if they are accepted into one of these programs.*

### Credit Recovery & Online Learning

**Alan Kazarian, Director of Guidance, Extension 4047**

**Grades 10, 11, 12**

Offered afterschool to students who have not maintained positive progress towards graduation, these courses are presented via AVENTA Online Learning. Students who enroll in these core course offerings are able to complete needed credits in an asynchronous, self-paced, self-guided, computer-based format. Students have the opportunity to complete courses in English, Mathematics, Science, and Social Studies. At the completion of these courses, students must also demonstrate proficiency in these areas in accordance with the FHS Skills Rubrics and individual departmental expectations.

### Dual Enrollment

**Alan Kazarian, Director of Guidance, Extension 4047**

**Grades 11, 12**

This program offers high school students the opportunity to take college courses and receive credit towards their high school graduation as well as college credit to apply towards their college graduation from a Massachusetts state college or university. Junior or senior students are eligible to participate if they satisfy the entrance criteria: a GPA of 3.0 or better; receive a recommendation from a teacher, guidance counselor, and/or principal; and successfully complete the application process. Students may obtain a Dual Enrollment Application from the Guidance office. **ALL DUAL ENROLLMENT APPLICATIONS MUST BE RECEIVED BEFORE THE START OF THE ANTICIPATED YEAR OF ENROLLMENT AND ARE SUBJECT TO FINAL APPROVAL BY THE PRINCIPAL.**

### Academic Coaching

**Alan Kazarian, Director of Guidance, Extension 4047**

This program represents a partnership between the schools, families, and the volunteer community. Originally created to form a support team for students learning remotely, the academic coaching program has continued to encourage and support students as they navigate school. Academic coaches meet with their students, counselors, and parents/guardians to discuss particular student needs and provide regular check-ins with the students to track the progress of those needs, particularly in regard to assignments, expectations, and academic deadlines. While our volunteer coaches are not tutors, their work with students may lead to the recommendation of additional supports for students, including tutoring in a specific subject.

## Independent Learning/Independent Study

**Alan Kazarian, Director of Guidance, Extension 4047**

**Grades 11, 12**

The purpose of independent learning projects is to allow students to earn credit for a greater variety of activities under faculty or community professional's supervision. Such activities could include apprenticeship with local professionals and institutions; a research project; or a construction or a demonstration.

Offered every quarter, independent learning is not intended to replace existing courses, although in certain cases, such as irresolvable conflicts, a teacher may allow a student to complete work on an independent basis. Also, independent learning contracts may be used within an existing course to structure and recognize work completed by a student that is well beyond the normal expectations for that course, such as a special research project. Work completed in fulfillment of the usual requirements of a course, such as remedial work in a skill center, would not be eligible for independent learning credit.

An independent learning contract involves a formal commitment on the part of the student in regards to both time and effort as they work toward earning an agreed-upon number of credits. These become a part of the student's academic record in the same way that credits received in a regular class do. An independent learning contract must be developed and submitted prior to the start of the project. These contracts are cooperatively designed with the director of guidance, guidance counselor, and the assistant principal of academic programs. The contract forms are available in Guidance as well as on the FHS website. Independent study is graded on a pass/not pass basis and must be both discussed with and approved by the department head. A maximum of four credits per academic year can be earned through independent study.



# CAREER & TECHNICAL EDUCATION

**School Coordinator:** Ms. Alexis Marathas  
Extension 4048 or 4049  
[amarathas@falmouth.k12.ma.us](mailto:amarathas@falmouth.k12.ma.us)

**District Coordinator:** Dr. Sonia Tellier  
508.548.0151, extension 130  
[stellier@falmouth.k12.ma.us](mailto:stellier@falmouth.k12.ma.us)

**Instructional Staff:** J. Brooks, L. Campbell, M. Campbell, K. Hackett, B. Harden, L. Hart, J. Rocha, R. Webber

## General Information

### VISION

Falmouth High School is committed in the concept of comprehensive education. Therefore, the school has a long-standing tradition of providing students with an array of learning opportunities. A number of these opportunities are aligned with the frameworks for Career Vocational Technical Education (CVTE), allowing students to obtain critical skills for today's workforce. Such opportunities also provide Falmouth High School graduates with opportunities for dual enrollment, technical certification and true preparation for advanced technical training. A number of our CVTE students also take advantage of college enrollment at both two- and four-year programs. For admission criteria, please contact Ms. Alexis Marathas, school coordinator.

CVTE Program	Instructor	Technical Certification
<b>Early Education &amp; Care (FHS Preschool)</b>	Mrs. Lynn Campbell	Massachusetts EEC Certification/ Early Education and Care Certification CPR Certification
<b>Design and Visual Communications</b>	Ms. Larisa Hart	Adobe Certification
<b>Woodworking Technology</b>	Mr. James Brooks	Occupational Safety Health Administration. OSHA 10 HR Construction Certification
<b>Business Marketing</b>	Ms. Janet Rocha	Occupational Safety Health Administration. OSHA 10 HR General Industry Certification
<b>Culinary</b>	Ms. Kaitlin Hackett	ServSafe: Massachusetts Allergen Training (Valid 5 years) ServSafe Food Handler's Certification (Valid 3 years) ServSafe Workplace: Understanding Unconscious Bias in Restaurants AND ServSafe Workplace: Sexual Harassment Prevention in Restaurants
<b>Technology: Programming and Web Development</b>	Mr. Michael Campbell	Arduino Certification 3-D Printing Certification
<b>Video Production</b>	Mr. Ryan Webber	Occupational Safety Health Administration. OSHA 10 HR General Industry Certification

## Courses and Pathways

All programs offer introductory courses that Falmouth High School students are able to complete for elective credit. Yet, each also offers a dedicated series of courses, called a pathway, that must be taken to prepare the student for appropriate assessments for technical certifications in the field. The following includes descriptions of the core pathway for each of these six programs.

### **BUSINESS MARKETING**

Students may take courses in Business to prepare for an entry-level job immediately after high school or to prepare for a major in business school, community college, or a four-year college/university. The program provides skills training for immediate entry into today's workforce as well as preparation for advanced studies in the fields of Accounting, Banking, Finance, Economics, Marketing and Business Administration. The enrolled student is afforded the opportunity to acquire a strong foundation for success in advanced courses at the college level as well as the acquisition of digital literacy skills. These courses utilize the FHS Rubrics, as well as project checklists, to assess students. Through enrollment, students learn how to manage their time effectively, engage in two-way communication and participate in a collaborative team. In addition, core financial literacy skills are learned in the foundational courses.

#### **7020 Principles of Business, Marketing, & Finance CP Semester      Grades 9-12   2 Credits**

This course will introduce students to business environments, business management, marketing, and finance in an easy-to-understand manner that helps them connect the concepts of business to their everyday lives. Students will be provided learning opportunities that address the following topics: organizational structures; entrepreneurship; management practices; the four "Ps" of marketing and marketing strategies; risk management, banking, and credit. Students will learn basic principles and concepts of the free enterprise system, global business, ethics, and business law. This introductory course prepares students for further study of business courses. TEXT: *Principles of Business, Marketing, & Finance*, G-W Publisher, 2017, Robert L. Dansby, Chris Gassen, Brenda Clark

#### **7025 Fundamentals of Marketing CP      Semester      Grades 10-12 2 Credits**

*Prerequisite: Successful completion of Principles of Business, Marketing, and Finance.* This course introduces students to the exciting world of marketing. It is designed to provide students with a broad understanding of marketing concepts and to prepare them for further study after high school. Students will learn how products progress from the idea stage to store shelves. They will explore concepts such as the four "Ps" – product, price, place, and promotion; marketing research; target market identification; product distribution; and sales. TEXT: TBD

#### **7021 Personal Finance CP      Semester      Grades 10, 11, 12      2 Credits**

This course is designed to help students make wise decisions about money. Students will focus on money management; personal income tax; credit management, credit cards, consumer protection laws; banking services; investing; housing; and automobile, life, and property insurance. Students use Google Docs and Sheets, as well as the Internet for online tutorials, videos, and viewing of guest speaker presentations. In addition, students will use a virtual simulation that challenges them to live on their own.

#### **7022 Acctng. for Sole Proprietorship CP, Honors      Semester      Grades 10-12 2 Credits**

This course is for those who intend to own their own business and prepares them for advanced study of accounting practices. Emphasis is placed on the reasons and the purpose of accounting and not exclusively on the mechanical procedure. Computer applications will be used extensively for accounting procedures. Those who enroll in this course for honors credit will have additional assessment criteria that emphasize the analytical aspects of business. TEXT: 21<sup>st</sup> Century Accounting; Cengage Learning, 2014; Gilbertson, Lehman, and Gentene

**7023 Acctng. for a Corporation CP, Honors                      Semester                      Grades 10-12 2 Credits**

*Prerequisite: Successful completion of Accounting for a Sole Proprietorship.* This course is for those who are interested in working in finance, business management, or administration. Students will participate in corporate and managerial accounting for merchandising business. Emphasis is placed on the reasons for and the purpose of accounting and not exclusively on mechanical procedure. Computer applications will be used extensively for accounting procedures. Students will engage in virtual simulations that challenge them to apply procedures and practice business-making decisions. This course will prepare students for entry-level employment as a bookkeeper or accounting clerk, and for studying business in college. Those who enroll in this course for honors credit will have additional assessment criteria that emphasize the analytical aspects of business. TEXT: 21<sup>st</sup> Century Accounting; Cengage Learning, 2014; Gilbertson, Lehman, and Gentene

**7026 Entrepreneurship CP    Semester                      Grades 10-12                      2 Credits**

This course engages students in lessons that will help them develop an entrepreneurial mindset. Students will be immersed in learning activities and challenged with project-based learning. They will practice running a school-based business while having the opportunity to pitch ideas for their own business. In addition, they will hone problem-solving, critical-thinking and communication skills while developing a variety of other career-ready skills that will prepare them to succeed in the workplace, start their own business, and/or further their business education upon graduation.

**9770 Senior Internship CP    Length TBD                      Grade 12                      Credits TBD**

The Senior Internship combines academics and service in an independent learning format. The Internship can also combine academics with an out-of-school work experience. Interested students must develop, present and implement an academic/service/work-based project proposal. In establishing eligibility, a student's academic progress, attendance, and discipline records will be considered. A completed application must be submitted prior to the close of school if work is to be done during the first semester of the school year. If the internship will be completed as part of the second semester, then a completed proposal must be submitted by November 1<sup>st</sup>. Forms are available in the Guidance Office. Students must make an appointment with Ms. Rocha to review their completed application and make any necessary revisions. Appointments will not be made with a student until the entire application packet is completed. You must submit the completed packet to Ms. Rocha when you schedule your appointment.

**Business Marketing Pathway**

**Completion of this pathway will result in:    Occupational Safety Health Administration**

**OSHA 10 HR General Industry Certification**

Grade	Course/Experience	Core Skills
9-12	Principles of Business, Marketing & Finance Semester Long	<ul style="list-style-type: none"> <li>Business Environment: economics; law &amp; ethics; forms of ownership; business in a global economy</li> </ul>

Grade	Course/Experience	Core Skills
		<ul style="list-style-type: none"> <li>• Business Management: entrepreneurship; organizational structure, management &amp; leadership; human resources</li> <li>• Marketing: introduction to marketing; the 4 Ps; selling</li> <li>• Business Finance: risk management; banking; credit; financial management</li> </ul>
10-12	Fundamentals of Marketing	<ul style="list-style-type: none"> <li>• Researching and developing a marketing plan</li> <li>• Conducting marketing research</li> <li>• Branding and pricing strategies</li> <li>• Developing an ad campaign</li> </ul>
10-12	Accounting for a Sole Proprietorship Semester Long	<ul style="list-style-type: none"> <li>• Double entry accounting procedures</li> <li>• Accounting in the real world</li> <li>• Business ethics</li> </ul>
10-12	Entrepreneurship Semester Long	<ul style="list-style-type: none"> <li>• Creating a business plan</li> <li>• Start-up operations for the new business</li> <li>• Operating the business</li> <li>• Expanding and exiting the business</li> <li>• Understanding trade arrangements and trade barriers</li> <li>• Case studies of real entrepreneurs</li> </ul>
<b>Additional Business Courses Available</b>		
10-12	Personal Finance Semester Long	<ul style="list-style-type: none"> <li>• Budgeting and saving</li> <li>• Investing</li> <li>• Earning power</li> <li>• Borrowing</li> <li>• Financial services</li> <li>• Insurance</li> </ul>
10-12	Accounting for a Corporation Semester Long	<ul style="list-style-type: none"> <li>• Double entry accounting procedures</li> <li>• Accounting in the real world</li> <li>• Business ethics</li> </ul>
12	Career Internship Semester Long	<ul style="list-style-type: none"> <li>• Workplace skills</li> <li>• Ethics at work</li> <li>• On-the-job skills training/observation</li> </ul>

## **TECHNOLOGY: PROGRAMMING AND WEB DEVELOPMENT**

Students may take courses to prepare them for an entry-level job immediately after high school or to prepare for a degree in Computer Science at a two- or four-year college program. Aimed at addressing the growing demand for IT professionals across all industries, students will learn the fundamentals to computer programming, web development and networking. Such topics include: Human Computer Interaction, Data Analysis and Visualization, Object-Oriented computer languages, Internet Protocols and Networking, Mobile Communication, and Robotics.

### **7551 Exploring Computer Science CP Semester Grades 9- 12 2 Credits**

This course takes a wide lens on computer science by covering topics such as basic human computer interaction, programming, physical computing, and data. Students will build physical computing devices using Arduinos. Students will build their own apps, simulations, and games in JAVA using Greenfoot.

### **7550 Introduction to Web Page Development CP Semester Grades 9-12 2 Credits**

Front-end Web Development using HTML and CSS can be an exciting and motivating introduction, to get students to “look behind the curtain” at what actually makes their technology resources usable. In this course students will learn the structure of the HyperText Markup Language (HTML), and the structure of Cascading Style Sheets (CSS). Students will complete their semester with a capstone project where they research, design, and implement a complete multi-page website from scratch.

### **7109 Introduction to Programming CP Semester Grades 9- 12 2 Credits**

*Prerequisite: Successful completion of Algebra I or teacher recommendation.* Computer programming is about writing a clear set of instructions for the computer to perform. In this course, students will begin their journey of learning Object Oriented Programming while creating computer programs in Java. Students should have strong ability in Algebra and should expect to use their function and word problem skills in class.

### **7558 Programming II CP Semester Grades 10- 12 2 Credits**

*Prerequisite: Successful completion of Intro to Programming.* Students will continue on their journey of learning Object Oriented programming while writing code in Java. Students will work with objects while writing classes of their own demonstrating the power of computers using iteration. Students will also be introduced to Java’s non-primitive types including Arrays, ArrayLists, and 2D Array.

### **7556 AP Computer Science Principles Year Grades 10-12 4 Credits**

*Prerequisite: Successful completion of Algebra I or teacher recommendation.* AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

**7557 Independent Study in Computer Science Semester Grades 11, 12 2 Credits**

*Prerequisite: Successful completion of AP Computer Science Principles, Introduction to Programming, or Programming 2, and approval of instructor. Specific topic to be determined by teacher and student, with possible areas of study, including: Programming Languages (Java, JavaScript, Python, Swift), Arduino Microcontroller, Raspberry Pi Single Board Computers, Vex Robotics, AP Computer Science A*

**Technology: Programming and Web Development Pathway**

**Completion of this pathway will result in: Google Level 1 Education Certification**

Pathway	Grade	Course/Experience	Core Skills
<b>Computer Science I</b>	9-12	Exploring Computer Science Semester Long	<ul style="list-style-type: none"> <li>• Fundamentals of human computer interaction</li> <li>• Computational thinking</li> <li>• Data and Society</li> <li>• Problem solving</li> <li>• Basic web design</li> <li>• Basic computer programming</li> <li>• Basic computer aided design</li> </ul>
	9-12	Web Development Semester Long	<ul style="list-style-type: none"> <li>• Computer files and storage</li> <li>• Fundamentals of web development in HTML, CSS</li> <li>• Fundamentals of web design</li> <li>• Internet protocols</li> </ul>
<b>Computer Science II</b>	9-12	Introduction to Programming Semester Long	<ul style="list-style-type: none"> <li>• Variables and types in Java</li> <li>• Arithmetic operations in Java</li> <li>• Conditional operators and loop flow controls</li> <li>• Fundamentals of object-oriented programming in Java</li> </ul>
	10-12	Programming II Semester Long	<ul style="list-style-type: none"> <li>• Build on Programming I Skills</li> <li>• Writing Classes</li> <li>• Using Iteration</li> <li>• Using non-primitive types (Array, ArrayList, 2D Array)</li> </ul>
<b>N/A</b>	11-12	Independent Study	Possible Topics: <ul style="list-style-type: none"> <li>• Programming Languages: Java, JavaScript, Python, Swift</li> <li>• Arduino Microcontroller</li> <li>• Raspberry Pi Single Board Computers</li> <li>• Vex Robotics</li> <li>• AP Computer Science A</li> </ul>

Introducing the Adobe Creative Suite, pathway focuses on solving design challenges for print communications as well as personal visual expression. Students apply the elements and principles of design while exploring typography, layout, composition, and image manipulation. Students learn various modes of capturing original imagery as well as how to create digital images using electronic drawing software. Assessment is based on pre-planning, project specific rubrics, and teacher observation of work habits and technical/creative growth. Students with an interest in print communications and/or digital art are encouraged to take this pathway and develop a portfolio to showcase their work.

Introducing the Adobe Creative Suite, this course focuses on solving design challenges for print communications as well as personal visual expression. Students are introduced to the Mac computer environment and learn the basics of file management and naming conventions. Students apply the elements and principles of design while exploring typography, layout, composition, and image manipulation. Students learn various modes of capturing original imagery as well as how to create digital images using electronic drawing software. Assessment is based on pre-planning, project specific rubrics, and teacher observation of work habits and technical/creative growth. Students with an interest in print communications and/or digital art are encouraged to take this course.

*Prerequisite: Successful completion of Graphic Design CPI.* This course expands upon students understanding of solving complex design challenges by exploring more advanced techniques using Adobe Creative Suite. Students continue to explore the elements and principles of design to create original print communications and artistic expressions. Students learn the basics of color theory and are encouraged to pursue personal creative interests.

These courses continue to build students' knowledge and experience working with the Adobe Creative Suite to solve design challenges. The increasingly complex projects require learning sophisticated techniques that demonstrate research, critical thinking and refinement of products. These offerings are for those who are interested in pursuing graphic design, animation, web design, game boarding, and/or communication studies. Students may have an opportunity to earn an Adobe Certified Associate certificate with passing a multiple choice and online simulation exam. Students who earn an ACA designation are armed with the credentials to get summer internships, a first job out of school and may be eligible for credit in college level programs in design. Students build a design portfolio that can be utilized in both print and online versions with students enrolled in Graphic Design 4 managing the FHS Print Shop.

**Design & Visual Communications Pathway****Completion of this pathway will result in:****Adobe Certification**

Grade	Course/Experience	Core Skills
9-12	Graphic Design I Semester Long	<ul style="list-style-type: none"><li>• Art Elements</li><li>• Principles of Design</li><li>• Adobe Photoshop</li><li>• Adobe Illustrator</li><li>• Adobe InDesign</li><li>• Adobe Animate</li></ul>
10-12	Graphic Design II Semester Long	<ul style="list-style-type: none"><li>• Adobe Photoshop</li><li>• Adobe Illustrator</li><li>• Adobe Animate</li><li>• Adobe InDesign</li><li>• Art Elements</li><li>• Principles of Design</li></ul>
11-12	Graphic Design III Year Long	<ul style="list-style-type: none"><li>• Refine all ability to work with all programs in previous courses</li></ul>
12	Graphic Design IV Year Long	<ul style="list-style-type: none"><li>• Management of FHS Print Shop</li></ul>



## WOODWORKING TECHNOLOGY

Technology Education courses explore the application of scientific principles to solve practical problems and teach the use of tools, materials, and processes of industry and engineering design. Related science and math principles are stressed throughout all courses while students develop skills using processes of the construction, manufacturing, transportation, and communications fields.

Our program is designed for all students regardless of educational or career goals and provides an in-depth foundation for career preparation. Students interested in pursuing engineering and/or scientific careers find Technology Education courses beneficial to their program of study. We encourage all students to take advantage of these opportunities.

### **7310 Introduction to Woodworking CP                      Semester                      Grades 9-12 2 Credits**

This course is the foundation for all woodworking courses at FHS. Introduction to woodworking emphasizes safe practices in the woodshop through the use of multiple stationary machine tools. Students will understand safe tool practices and operate each machine tool safely. Students will gain knowledge in measurement, layout, correct tool application, hand tool usage, use of fasteners and adhesives as well as wood joinery methods. Students also achieve comprehension of structural building techniques. Each student gains familiarity with these tools through introduction, identification, demonstration, use under supervision, and finally through assessment. Fundamental concepts taught in this class are the foundation to advanced woodworking courses. *All students must pass required safety tests before operating equipment and/or machinery unsupervised. Any student unable to pass the required safety tests will not be allowed to operate specific machinery unsupervised.*

### **7203 Intro to CAD and 3D Modeling CP                      Semester                      Grades 9- 12 2 Credits**

*Prerequisite: Successful completion of or concurrent enrollment in a geometry course*  
In this course students learn foundational skills of computer aided drawings and renderings. This class will integrate Autodesk's AutoCAD and Inventor, the professional software that is the standard for the engineering industry. With thorough instruction and demonstration, students will develop a foundation in isometric and orthographic projections of geometric figures in AutoCAD. Building on gained knowledge, students will use Inventor to render 3D models of objects and print these models using the MakerBot 3D printer.

### **7311 Advanced Woodworking CP                      Year                      Grades 10-12 4 Credits**

*Prerequisite: Successful completion of Introduction to Woodworking and teacher recommendation.* This course is the next step for FHS students interested in woodworking. Advanced Woodworking 1 engages students with more detailed furniture-based projects, mass production methods, and an individual project as part of the year long course. Students will be able to improve their technique on each stationary machine tool as well as acquire advanced skills in hand tool usage. Developing and engaging the use of jigs, tool selection, and correct procedures form the core of this course. Each student will build their own Adirondack chair in the duration of this course. *All students must pass a required safety tests before operating equipment and/or machinery unsupervised. Any student unable to pass the required safety tests will not be allowed to operate specific machinery unsupervised.*

**7312 Construction Systems CP****Year****Grades 11, 12 4 Credits**

*Prerequisite: Successful completion of Advanced Woodworking and teacher recommendation.*

In this course students will build a scaled mockup of a home including a door, windows and a roof. From there students will construct a full-size shed as a fundraiser for the program. Students will build upon their gained knowledge and vocabulary of the woodshop to construct structurally sound assemblies. Students will understand layout, formal “stick-building”, correct hand nailing, and sequencing as it relates to construction. Also finishing aspects will be highlighted such as; sidewall shingles, roof shingles, trim along with fascia and soffit members. Each student will have an understanding to how a structure is built and the amount of work that goes into it. *All students must pass a required safety tests before operating equipment and/or machinery unsupervised. Any student unable to pass the required safety tests will not be allowed to operate specific machinery unsupervised.*

**Woodworking Technology Pathway****Completion of this pathway will result in:****OSHA 10 Hr. Construction Certificate**

Grade	Course/Experience	Core Skills
9-12	Introduction to Woodworking Semester Long	<ul style="list-style-type: none"> <li>• Fractional Measurement</li> <li>• General Woodshop safety / Lab safety</li> <li>• Correct machine/hand tool selection and operation</li> <li>• Safety tests (4) on stationary machine tools</li> </ul>
10-12	Advanced Woodworking Year Long	<ul style="list-style-type: none"> <li>• Order of operations / Sequencing in woodworking</li> <li>• Assembly line concepts</li> <li>• Material identification and selection</li> <li>• Safety tests (2)</li> <li>• Introduction to more advanced machine/hand tools</li> <li>• Jig and template design</li> </ul>
11-12	Construction Systems Year Long	<ul style="list-style-type: none"> <li>• Safety tests (2)</li> <li>• Scaled measurement and scaled construction</li> <li>• Safety on mobile construction tools used in industry</li> <li>• Structural layout using 16” on center</li> <li>• Framing identification and selection</li> <li>• Finishing concepts, trim siding, and roofing</li> </ul>
12	Woods Independent Study Year Long	<ul style="list-style-type: none"> <li>• Continuation of Woods Program</li> <li>• Can be completed in conjunction with senior project</li> <li>• Individual Project</li> <li>• Detailed scale model</li> <li>• In depth cutting boards</li> <li>• Custom Adirondack chairs</li> <li>• Printing with Laser engraver</li> </ul>
9-12	Intro to CAD Semester Long	<ul style="list-style-type: none"> <li>• Blueprint Reading</li> <li>• Orthographic, isometric, multi-view drawings</li> <li>• Fractional measurement</li> <li>• Competency in AutoCAD software</li> <li>• Scaled drawing and measurement</li> </ul>

## CULINARY

This pathway begins with an introduction to basic skills required for food preparation and an understanding of nutrition principles. Students demonstrate safe food practices to prevent food borne illnesses, prepare nutritious foods with healthy cooking methods, create problem-solving strategies to eat well and increase physical activity, and exhibit nutritious menu planning skills. Laboratory work includes healthy breakfast and dinner options that focus on whole grains, vegetables, fruits, and sources of lean protein or meat alternatives. In accordance with the Falmouth High School Problem-Solver Rubric, students will carry out multi-step tasks to completion with minimal assistance. As a problem solver, students make connections between nutrition principles and personal choices. As students progress through this pathway, they advance this learning and earn their ServSafe Food Handler's certification—an industry recognized credential from the National Restaurant Association.

### **9401 Culinary Arts I: Foods for Healthy Living CP      Semester      Grades 9- 12    2 Credits**

This is an introduction to basic skills required for food preparation and an understanding of nutrition principles. Students will demonstrate safe food practices to prevent food borne illnesses, prepare nutritious foods with healthy cooking methods, create problem-solving strategies to eat well and increase physical activity, and exhibit nutritious menu planning skills. Laboratory work includes healthy breakfast and dinner options that focus on whole grains, vegetables, fruits, and sources of lean protein or meat alternatives. In accordance with the Falmouth High School Problem-Solver Rubric, students will carry out multi-step tasks to completion with minimal assistance. As a problem solver, students make connections between nutrition principles and personal choices.

### **9402 Culinary Arts II: The Global Gourmet CP Semester      Grades 10- 12      2 Credits**

*Prerequisite: Successful completion of Foods for Healthy Living & teacher recommendation, or -- for seniors -- permission of the instructor.* This is an advanced study in food preparation that includes meats. Safe food handling and preparation is a major focus. Students analyze the relationship between the traditional diets of the Mediterranean, the Latin American, and the Asian regions of the world and health. Students research and prepare dishes that reflect these traditional diets. Foods prepared in Global Gourmet require more difficult preparation techniques that improve their skills in the handling and preparation of foods. As problem solvers, students demonstrate the ability to choose challenging learning experiences. As part of the course project students independently prepare foods for the class. Students will earn a ServSafe Food Handler certificate upon completing the ServSafe Food Handler curriculum and passing the program assessment.

### **9403 Baking and Pastry Arts CP      Semester      Grades 10- 12      2 Credits**

*Prerequisite: Successful completion of Foods for Healthy Living & teacher recommendation, or -- for seniors -- permission of the instructor.* This class introduces students to techniques of combining basic ingredients to produce classical baked goods. Emphasis is placed on an understanding of proper procedures, understanding of ingredients and their use, and an appreciation of artistic presentation. Students will prepare quality seasonal baked goods and pastries using a variety of techniques. Laboratory work includes: candy making, breads, quick breads, rolled-in products, pies, cakes, cookies, and specialty desserts. In accordance with the Falmouth High School Information Seeker and Organizer Rubric, students will investigate the

purposes of ingredients and synthesize what happens to ingredients during preparation and baking. As problem-solvers, students will carry out multi-step tasks to completion.

**9405 Restaurant Management CP**

**Semester**

**Grades 11- 12**

**2 Credits**

*Prerequisite: Successful completion of Culinary 1, Culinary 2, and Baking & Pastry Arts.* This course covers essentials of restaurant management as students manage and maintain the Clipper Cafe a la carte restaurant and pre-order sales (2.C). Students will apply the fundamentals of menu planning, ordering, receiving and storing all food products, and calculate food and labor costs to calculate the total cost of the menu, ultimately controlling costs in foodservice (2.B.02). Students will demonstrate an understanding of the practices required to start, manage, and market a business, and apply financial concepts required in the food industry. (5.A, 5.B, 5.C, 5.D). Specific topics include: principles of control in a foodservice operation; menu planning as a control tool; cost control in purchasing, receiving, storage, and inventory management; cost control from production to waste management; labor cost control; beverage cost control; operating budget and performance reports; revenue control; financial management; and controlling costs through technology. TEXT: *Culinary Calculations: Simplified Math for Culinary Professionals* 2nd Edition by Terri Jones (2008)

**Culinary Pathway****Completion of this pathway will result in:****ServSafe Food Handler's Certification**

Grade	Course/Experience	Core Skills
9-12	Food for Healthy Living (Culinary I)  Semester Long	Demonstrate kitchen and food safety Apply the fundamentals of food service: <ul style="list-style-type: none"><li>• demonstrate proper measuring techniques</li><li>• explain <i>mise en place</i></li><li>• read, analyze and follow standard recipes</li><li>• demonstrate basic knife skills</li><li>• Demonstrate utility services</li><li>• Explain basic nutrition</li><li>• Practice a variety of moist- and dry- cooking techniques to plan and prepare plant-based meals and snacks</li><li>• Set personal SMART goals for nutrition and wellness</li></ul>
10-12	Baking and Pastry Arts  Semester Long	Apply the fundamentals of baking: <ul style="list-style-type: none"><li>• identify ingredients used</li><li>• describe properties and functions of ingredients</li><li>• select equipment for specific baking applications</li><li>• identify mixing methods</li><li>• identify healthier alternatives or substitutions</li><li>• Prepare and finish a variety of professional quality baked goods and desserts</li></ul>
10-12	Global Gourmet (Culinary II)  Semester Long	Complete a safety credential program: ServSafe Evaluate traditional international cooking and diets to: <ul style="list-style-type: none"><li>• apply the fundamentals of food service (above)</li><li>• plan menus</li><li>• practice a variety of cooking methods</li><li>• prepare grains, legumes, and starches</li><li>• prepare stocks, soups, and sauces</li><li>• prepare various types of meat, seafood, poultry</li><li>• prepare sandwiches</li><li>• prepare garnishes, hors d'oeuvres, and appetizers</li></ul>
11-12	Restaurant Management  Semester Long	Apply the essentials of restaurant management: <ul style="list-style-type: none"><li>• menu planning, ordering, receiving and storing all food products,</li><li>• calculate food and labor costs to calculate the total cost of the menu,</li><li>• control costs in foodservice.</li><li>• demonstrate practices required to start, manage, and market a business,</li><li>• apply financial concepts required in the food industry</li></ul>
12	Independent Study/Internship  Semester Long	Business Program

## EARLY EDUCATION & CARE

This program focuses on early childhood education. Students learn about the physical, cognitive and social/ emotional development of a child, first in the classroom and then as part of the Preschool at Falmouth High School. Student interns can further their knowledge by continuing in outside placements either in the public elementary schools or the private sector. This program is Chapter 74 approved as a fully-endorsed CVTE program.

### Program Goals

Throughout enrollment in the EARLY EDUCATION AND CARE PROGRAM, Falmouth High School students will

- develop a comprehensive understanding of child development
- understand differences between physical, cognitive, social, and emotional growth
- understand how theorists and researchers contribute to field
- provide direct instruction to early education students ages 3 to 5
- develop and implement dramatic play areas, learning centers, science experiments, and art ideas
- promote self-reflection and self-direction
- strengthen students' communication skills

<b>9608 Child Development CP</b>	<b>Year</b>	<b>Grades 10-12</b>	<b>4 Credits</b>
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Throughout this course, students develop a complete understanding of child development as they learn about physical, cognitive, social, and emotional growth. Students also learn about different theorists and gain a working knowledge of their contributions to our collective understanding of child development. Students have opportunities to exhibit their knowledge and understanding of child development, produce journal entries outlining their own development, apply knowledge to practical child rearing and child observation, produce materials applicable to different age groups, understand the important role parents, teachers, and peers impact on a child's development and self-esteem. Students also have the opportunity to study specific areas of individual interest and produce written and oral presentations to showcase their findings. Students are regularly assessed in accordance with the FHS Skills Rubric for Information Seekers and Organizers.

<b>9605 Child Care Aide CP</b>	<b>Year</b>	<b>Grades 11, 12</b>	<b>8 Credits</b>
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*Prerequisite: Successful completion of Child Development and teacher recommendation.* Child Development principles are applied in a student-run nursery school. Along with teaching in the preschool, students have the opportunity to put their creative talents to work developing and implementing dramatic play areas, learning centers, science experiments, and art ideas. Class time also includes analytical observation of preschool-aged children and the study of early childhood theory and philosophy. A necessary requirement for this course is an enthusiastic involvement and a sincere interest in working with children. Using the FHS Rubrics for Problem Solvers and Presenters, students develop professional teaching skills and carry out teaching responsibilities in the FHS Preschool and community volunteer internships.

<b>9606 Child Care Internship CP</b>	<b>Year</b>	<b>Grade 12</b>	<b>8 Credits</b>
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*Prerequisite: Successful completion of Child Care Aide experience.* The internship offers an advanced second year experience in pre-school education. Students gain increased practice with methods and materials for teaching. Major projects and volunteering in community projects are required as well as outside reading and an observation journal. Using the FHS Rubrics for

Readers, Writers, and Problem Solvers, students develop refined communication skills and apply these skills to real-life issues related to developing healthy relationships.

#### **Early Education & Care Pathway**

**Completion of this pathway will result in:**

**Massachusetts EEC Certification/  
Early Education and Care Certification**

Grade	Course/Experience	Core Skills
10+11	Child Growth and Development Year Long	<ul style="list-style-type: none"> <li>• Study of development from conception thru adolescents</li> <li>• Study of theorists</li> <li>• Study of development including physical, social and emotional</li> </ul>
11+12	Child Care Aide Year Long	<ul style="list-style-type: none"> <li>• Preschool internship</li> <li>• Use of learned development of children</li> <li>• Health and safety of children</li> <li>• Plan lessons for appropriate age</li> <li>• Observation of children</li> <li>• Observation of teachers</li> </ul>
12	Child Care Internship Year Long	<ul style="list-style-type: none"> <li>• K-3 internship</li> <li>• Continued use of learned development of children</li> <li>• Health and safety of children</li> <li>• Plan lessons for appropriate age</li> <li>• Observation of children</li> <li>• Observation of teachers</li> </ul>

## **VIDEO PRODUCTION**

This program provides students with skills training for immediate entry into today's workforce as well as preparation for advanced studies in the fields of cinematography, editing, lighting, sound design, and animation. Students may take courses to prepare them for an entry-level job immediately after high school or to prepare for a major in film or video production in community college, a two-year college, or a four-year college/university. The enrolled student is afforded the opportunity to acquire a strong foundation for success in advanced courses at the college level as well as the acquisition of digital literacy skills. The courses utilize the skills detailed in the FHS Skills Rubrics as well as individual project checklists to assess student performance.

#### **Video Production Pathway**

**Completion of this pathway will result in:**

**Occupational Safety Health**

**Administration**

**OSHA 10 HR General Industry Certification**

#### **7540 Introduction to Video Production CP**

**Semester**

**Grades 9- 12 2 Credits**

Students learn the fundamentals of television production through a variety of projects that give them the opportunity to combine video with graphics, images, and sound to tell a story. From concept to completion, students learn how to plan, shoot, and edit an assignment using digital video tools. Students work in both a TV studio and an editing lab to design and create their projects. They learn about camera techniques, digital editing, audio mixing, and producing video segments. They also learn about positions within a television studio and receive hands-on training to develop their skills. Students are required to participate in the videotaping of one

school event per semester. Students may fulfill this requirement by filming in-school assemblies, after-school activities, athletic or performing arts events. Students are also required to submit an entry in the annual Falmouth High School Animation & Film Festival.

**7541 Advanced Video Production CP                      Semester                      Grades 9- 12   2 Credits**

*Prerequisite: Successful completion of Introduction to Video Production.* Students continue to develop and refine their production techniques through a variety of activities that utilize the digital video resources of the TV Studio and the Editing Lab. Students work independently as well as collaboratively to produce video segments for the Falmouth Educational Channel 14. Projects may include silent movies, editorials, writing an original screenplay, and broadcast journalism stories. Students are required to participate in the videotaping of two school events per semester. Students may fulfill this requirement by filming in-school assemblies, after-school activities, athletic or performing arts events. Students are also required to submit an entry in the annual Falmouth High School Animation & Film Festival.

**7514 Inside FHS CP    Semester                      Grades 10- 12                      2 Credits**

Students will have the opportunity to cover news, create editorials and opinion pieces, produce short films, and share information about the people, events, and activities of interest to Falmouth High School. Inside FHS students will produce broadcast-quality work and prepare programs to air on the Falmouth Educational TV Channel 14. Students are expected to devote several hours each week to filming school activities hosted after the regular school day. Students continue to develop their portfolios as they prepare a demo reel for entrance to media technology programs at the university level. Students are also required to submit an entry in the annual Falmouth High School Animation & Film Festival.

**7542 Community Filming Internship CP                      Semester                      Grades 10- 12   2 Credits**

*Prerequisite: Successful completion of Introduction to Video Production.* Do you want to be a part of the television industry capturing the action in your school and in your community? Film real life performances and events! Receive credit for your passion for video and gain experience for a future career in videography as the events that you film are broadcast on Falmouth's Educational Access Channel 14.

Grade	Course/Experience	Core Skills
9-12	Introduction to Video Production CP Semester Long	<ul style="list-style-type: none"> <li>• Storyboarding</li> <li>• Non-linear editing</li> <li>• Audio mixing</li> <li>• Television studio production</li> </ul>
10-12	Advanced Video Production CP Semester Long	<ul style="list-style-type: none"> <li>• Cinematography</li> <li>• Compositing/animation</li> <li>• 360 filming</li> <li>• Unmanned Aircraft System Filming (Drone)</li> </ul>
11-12	Inside FHS CP Semester Long	<ul style="list-style-type: none"> <li>• Advanced camera techniques</li> <li>• Broadcast journalism</li> <li>• Media literacy</li> </ul>
12	Community Filming Internship	<ul style="list-style-type: none"> <li>• Broadcast production</li> <li>• Advanced editing techniques</li> <li>• Portfolio production</li> </ul>



## Non-Pathways Career and Technical Courses

### **FOOD JUSTICE**

Students can take courses in this program to prepare for entry-level jobs in farming and other sustainable development industries, or to prepare for environmental and climate science, practical agriculture, or sustainable development majors in college. The program provides both the historical and scientific underpinning to how we grow and distribute food as a nation, while instructing on practical farming skills, including: planting, harvesting, crop selection, and soil management. Students will leave the program better prepared to face the challenges of changing climate with both relevant farm skills and a broader understanding of the injustices that need to be overcome to create a fair food system for all.

<b>7800 Race, Climate, and Food CP</b>	<b>Semester</b>	<b>Grades 9- 12</b>	<b>2 Credits</b>
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This is an introductory class in practical agriculture and the racial and climatic contexts that shape our current food systems. Students learn about current and historic racial injustices in land ownership and food access. They also discover the important climate prerequisites for a range of crops and how climate change will impact our ability to grow food fairly. The cultural and environmental histories of Cape Cod form a central part of both the race and climate narratives. Students work on a small-scale farm to grow local, culturally appropriate food and practice good land stewardship. Through engagement with local stakeholders, students participate in farm planning and food distribution discussions.

<b>7801 Sustainable Land Stewardship CP</b>	<b>Semester</b>	<b>Grades 9- 12</b>	<b>2 Credits</b>
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*Prerequisite: Successful completion of Race, Climate, and Food CP.* Students will build on their understanding of food justice as developed in the introductory class and explore the intersection of race, climate, and food in greater detail. This will include increased dialogue with local community groups, building a broader understanding of the national and global food system, and developing understanding of regenerative agriculture. Students will also take increased ownership of the school farm, including creation of new growing spaces, planning and implementing new farm projects, selecting crops, and organizing distribution to the community.

# ENGLISH LANGUAGE ARTS

## Staff

**Department Head:** Ms. Sarah Cox  
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**Instructional Staff:** S. Abreu, S. Cox, K. deMelo, E. Griffin, D. Kasparian, L. Kenny, T. Murphy, D. Phipps, L. Richmond, D. Sullivan

## General Information

As you have learned by reading the introductory section of this guide, four years of English (16 credits) are required for graduation. As you make your course selections, be sure to include an English course, and be certain that this course is appropriate for you, given your ability, interests, and post-high school plans. You will find the courses grouped under the following designations: College Preparatory (CP), Honors (H), and Advanced Placement (AP).

**CREDITS:** Freshman courses are year-long courses, and four credits are awarded to the student upon successful completion. Sophomore, junior and senior courses are designed as two semester offerings. At the end of each semester, students earning passing grades will be awarded two (2) credits toward graduation. A student who fails one semester of a course with a grade of 40 or above may make up these credits with the English Workshop courses described on page 36. A student who fails with a grade lower than 40 must re-enroll in the course. Students with an average no lower than 45 have the option of making up those credits in summer school. The English Department Head must approve any exceptions to this policy.

**SPEAKING AND LISTENING:** All English courses contain training and practice in speaking and listening skills. Students learn and practice collaboration in small groups and participate in formal discussion formats such as Socratic seminar and Academic Controversy. Presentations and speeches are also to be expected in English classes.

**READING AND WRITING:** In order to provide students and parents with a clear and specific indication of the reading and writing assignments for each English course, minimal requirements in these areas are listed with each course.

**WRITING:** The FHS English Department prides itself on teaching students to write effectively for a variety of purposes and audiences. Teachers provide students with training and practice in on-demand writing as well as in formal writing as a process that includes prewriting, writing, and revising. Generally, teachers announce a major writing assignment at least one week in advance of its due date, and they expect students to work on that assignment over the course of many days, sometimes allotting class time, sometimes meeting with students individually to assist with this assignment. In turn, students have the responsibility to complete and submit a writing assignment by the announced due date. Any individual requests for extensions must be made prior to the due date. Teachers reserve the right to refuse to accept an assignment that is not submitted by the due date. In addition, teachers use a common language to teach and assess writing, and they share instructional strategies.

**LANGUAGE:** At all grades, students study vocabulary in context of their reading and writing. Although individual teachers choose to employ different methods for helping students build their vocabularies, word study is part of every English class.

**SUMMER READING:** All students receive summer reading assignments. The students' performance on these assignments is evaluated, graded, and included in the students' first quarter folder of work. English teachers recommend that students use the Summer Reading lists as a starting point and read more than the number of books required.

**FHS SKILLS RUBRICS:** English teachers use these Rubrics when assessing students as readers, writers, problem solvers, information gatherers, presenters, and workers. Teachers use these descriptions in discussions with parents about grading and evaluating student progress.

### **CP English Courses**

These courses stress critical reading, writing, and speaking and listening skills as well as grammar, usage, and vocabulary study. Depending on the year of the course, students can expect frequent practice designed to develop skills relating to sentence structure, paragraph development, essay organization, and writing style. Also, students can expect to read and study literature both for purposes of discussion and as a basis of written and oral assignments. Given the fact that work in these courses is designed to prepare students for college-level assignments, students who enroll in these courses should be prepared to complete regular homework assignments.

## **Course Offerings**

### **2111 English I CP**

**Year**

**Grade 9**

**4 Credits**

Classes are designed to provide optimal learning opportunities for mixed ability groups of students. This course presents a survey of literature including poetry, drama, short stories, novels, and non-fiction. Students will develop their critical reading and comprehension skills as well as examine the techniques of different authors. Attention will be given to literary terminology and analysis. Students will develop essays and creative works. They will also be assigned oral presentations and participate in structured discussions such as Socratic seminar and Academic Controversy. Vocabulary study and grammar are regular features of the course. Preparation for MCAS and attention to the frameworks are guiding principles of the course.

**LITERATURE:** Core: Selections from *Collections 9*; *The Odyssey*, Homer; *Romeo and Juliet*, Shakespeare; *Night*, Wiesel; and *The Absolutely True Diary of a Part-Time Indian*, Alexie. Supplemental: *Of Mice and Men*, Steinbeck; *To Kill a Mockingbird*, Lee; *Great Expectations*, Dickens; and *Ellen Foster*, Gibbons

***Grade 9 English classes are designed to provide optimal learning opportunities for mixed ability groups of students. Freshmen are evaluated according to the skills descriptors. Referral for Honors English will be made based on a combination of student interest, state and district assessment data, current course achievement, and teacher recommendation. Students earning Honors English credit will be graded according to Honors rubrics.***

### **2213/2214 English II CP**

**2 Semesters**

**Grade 10**

**4 Credits**

This course continues the program begun in the freshman year focusing on an introduction to literature, covering a carefully chosen mix of classics and thought-provoking newer selections. Genres include poetry, short story, the novel, and non-fiction. Writing assignments include attention to basic elements of invention and pre-writing, developing theses and supporting

**LITERATURE:** Core: *Macbeth* or *Othello*, Shakespeare; *Homegoing*, Gyasi; *Antigone*, Sophocles; *One World: A Global Anthology of Short Stories*; and one book-length nonfiction text. Supplemental: *A Separate Peace*, Knowles; *The Bean Trees*, Kingsolver; *Catcher in the Rye*, Salinger; and *Montana, 1948*, Watson.

**2311/2312 English III CP 2 Semesters Grade 11 4 Credits**

**LITERATURE** Core: *The Great Gatsby*, Fitzgerald; *The Crucible*, Miller; *When the Emperor was Divine*, Otsuka; *Just Mercy*, Stevenson. Supplemental: *Caucasia*, Senna; *A Lost Lady*, Cather; *A Raisin in the Sun*, Hansberry; *The Leavers*, Ko; *The Line Becomes a River*, Cantu

## English Workshops

<b>2501 Reading / Writing Workshop</b>	<b>Semester</b>	<b>Grade 10</b>	<b>2 Credits</b>
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<b>2502/2503</b>	<b>Junior / Senior Workshop</b>	<b>Semester</b>	<b>Grades 11 and 12</b>	<b>2 Credits</b>
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## Senior English Seminars

*Each seminar is a semester-long course worth two credits. All senior students at FHS must register for four credits in English. All students enrolling in English IV at the CP designation must register for two of the following seminar options. Senior students may also enroll in an additional Senior English Seminar for elective credit.*

### **2800 CP    Science Fiction, Fantasy, and Dystopia    Semester    Grade 12    2 Credits**

We will examine how science fiction and fantasy writers place human characters in imaginative situations to question what it means to be human. Students will write, discuss, and present.

**Texts may include** *1984*, Orwell; *Slaughterhouse 5*, Vonnegut; *Brave New World*, Huxley; *Frankenstein*, Shelley; and *The Hobbit*, Tolkien; along with short fiction and poetry.

### **2801 CP    Literature and War    Semester    Grade 12    2 Credits**

We will examine the challenges and opportunities of war when normal rules and values collapse into conflict and disorder. Students will write, debate, and examine the decisions people make in war time. **Texts may include** Short stories and poetry; *The Things They Carried*, O'Brien; *Slaughterhouse-Five*, Vonnegut; and *A Long Way Gone*, Beah

### **2802 CP    The Graphic Novel    Semester    Grade 12    2 Credits**

We will study the relationships between the literary concepts in graphic novels and popular culture. We will see how critical studies of popular culture have a distinct place in the arts and humanities. Students will write, discuss, and analyze the images in graphic texts. **Texts may include** *Palestine*, Sacco; *Persepolis*, Satrapi; *Maus*, Spiegelman; and a Shakespearean selection.

### **2803 CP    Sports and Literature    Semester    Grade 12    2 Credits**

We will examine the role of sports in life experience and the transformation of sport into literature through journalism, biography, fiction, and poetry. Students will write and participate in shared inquiry activities. **Texts may include** *The Power of One*, Courtenay; *Friday Night Lights*, Bissinger; *The Miracle of Castel di Sangro*, McGinniss.

### **2805 CP    Fiction to Film    Semester    Grade 12    2 Credits**

We will examine and interpret literature and film. Students will experience, view, and write about text, both literary and visual, and study film as a narrative form. **Texts may include** *Hamlet*, Shakespeare; *Shawshank Redemption*, King; *Bowling for Columbine*, Moore; *Q&A*, Swarup

### **2807 CP    Creative Nonfiction    Semester    Grade 12    2 Credits**

We will examine how authors use real-life, sometimes humorous, personal experiences to think about what it means to be human. Students will write about and discuss thematic ideas such as: love, loss, happiness, sadness, success, and failure observed in everyday life.

**Texts may include** magazine and journal articles; *The Other Wes Moore*, Moore; *Unbroken*, Hillenbrand; and *The Glass Castle*, Wells.

### **2808 CP    Literature of Climate Change    Semester    Grade 12    2 Credits**

Writers of fiction and poetry have always explored the greatest challenges of their times. Many of today's writers are drawing readers' attention to climate change and the ways humans can and should respond to the threats it poses. We will read, write about, and discuss how literature of climate change is a call to action. **Texts may include** *Parable of the Sower*, Butler; *Flight Behavior*, Kingsolver; *Ministry for the Future*, Robinson; and poetry and short stories.

**2809 CP Horror and Folklore****Semester****Grade 12****2 Credits**

We will examine how and why scary stories are told, and what those stories reveal about the individuals, groups, and cultures that engage with them. **Texts may include:** *The Only Good Indians*, Jones; *I Am Legend*, Matheson; *The Haunting of Hill House*, Jackson; and works by Stephen King.

## Honors English Courses

**2221 English II Honors****Year****Grade 10****4 Credits**

This course involves five major parts: vocabulary, grammar, literature, and composition, and discourse, including MCAS preparation. Students will review and expand their skills in grammar, usage, mechanics, and paragraph and essay development. In addition, students will develop sophisticated close-reading skills, including analyzing and interpreting and will be involved in an intensive, process-oriented approach to writing. Reading assignments will feature poetry, short stories, drama and novels representative of world literature. Writing assignments will feature expository and persuasive essays, narratives, and rhetorical analyses, some of which include fundamentals of research. All writing assignments will stress principles of unity, coherence, and full development of ideas.

**LITERATURE:** *Othello*, Shakespeare; *Antigone*, Sophocles; *A Tale of Two Cities*, Dickens; *Fahrenheit 451*, Bradbury; *One World: A Global Anthology of Short Stories*; *Homegoing*, Gyasi; poetry and nonfiction.

**WRITING:** Minimum of four (4) essays per term, one research paper, outside reading projects, and oral presentations.

**2321/2322 English III Honors****Year****Grade 11****4 Credits**

This course offers a qualitative, intensive study of American literature with emphasis on genre, style, schools of writing, and reflection of American historical and cultural development. Students are expected to analyze and interpret literature. They will write a variety of essays: literary, rhetorical, and narrative. They will study grammar, usage, and vocabulary in the context of reading and writing. Principles of effective speaking and listening are integral to this course. In addition, students study grammar and usage, vocabulary, and principles related to SAT.

**LITERATURE:** *The Great Gatsby*, Fitzgerald; *The Scarlet Letter*, Hawthorne; *Their Eyes Were Watching God*, Hurston Supplemental: *Death of a Salesman*, Miller; *The Sun Also Rises*, Hemingway; *Bad Feminist*, Gay; *Little Fires Everywhere*, Ng, and *Between the World and Me*, Coates

**WRITING:** Minimum of four (4) essays per term, one research paper, outside reading projects, and oral presentations.

**2421/2422 English IV Honors****Year****Grade 12****4 Credits**

Primarily designed for students who have strong reading and writing skills, this course presents students with opportunities to read a significant number of major works from world literature and to write critical essays about those works. Reading selections include poetry, drama, short stories, novels and essays. Writing assignments require students to have an above-average ability to organize, analyze, interpret, and articulate ideas.

**LITERATURE:** *The Tempest*, Shakespeare; *Hag-Seed*, Atwood; *Brave New World*, Huxley; *Half of a Yellow Sun*, Adichie; *Rebecca*, DuMaurier; *Hamlet*, Shakespeare; and *Hamnet*, O'Farrell.

**WRITING:** Minimum of five (5) essays per term, including the position paper and research.





## Advanced Placement English Courses

**ADVANCED PLACEMENT:** Advanced Placement (AP) courses stress critical reading and persuasive writing skills. Preparing students to attend the most competitive colleges, these courses emphasize the development of skills similar to those emphasized in Honors classes. However, reading and writing activities in AP courses are more intensive and more frequent than those featured in Honors classes. Also, these assignments are often meant to simulate those assignments featured on AP examinations. To this end, the nature of the reading selections and the writing tasks in AP English courses make them the most complex and most challenging assignments in the curriculum. Students who enroll in these courses, therefore, should be prepared to spend more than twelve (12) hours per week working on out-of-class assignments. Students are expected to meet and exceed the descriptors in the advanced category on the FHS Skills Rubrics, as Advanced Placement courses are college-level classes. Also, students in these courses are expected to take the AP test.

### **2331/2332 AP English III (Language and Composition)      Year    Grade 11      4 Credits**

This course is designed for the student who is exceptionally skilled in the intensive study of literature, language, and composition. As described in the official AP Course Frameworks, "the course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction and fiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods." Analysis of complex nonfiction and American literature and the synthesis of that analysis into a coherent, sophisticated, and college-level composition is the focus of this course. **Students enrolled in this course are expected to take the AP exam in Language and Composition.**

**LITERATURE:** *Between the World and Me*, Coates; *The Scarlet Letter*, Hawthorne; *The Great Gatsby*, Fitzgerald; *The Things They Carried*, O'Brien; *Beloved*, Morrison; *Educated*, Westover. Essays from a variety of time periods.

**WRITING:** Minimum of three to four (3-4) essays per term, three (3) essays based on annotated text, and three (3) timed essays under the AP exam format; research according to MLA format.

### **2431/2432 AP English IV (Literature and Composition)      Year    Grade 12      4 Credits**

This course is designed for the mature and self-disciplined student, one who has demonstrated a superior aptitude for interpreting literature and for written and oral expression. This course features an intensive study of representative works from various genres, with an emphasis on British literature. As described in the official handbook of AP courses, "this course will engage students in the careful reading and critical analysis of imaginative literature...[In addition] students will develop critical standards for interpreting the effects writers create." To achieve these goals, students study individual works, their characters, action, structure, style and language. Students also consider literary works in their historical context and in relation to their own lives and experiences. **Students enrolled in this course are expected to take the AP exam in Literature and Composition.**

**LITERATURE:** Texts include selections from Literature and Composition, including fiction, poetry, and drama; *Hamlet*, Shakespeare; *The Mayor of Casterbridge*, Hardy; *Oedipus Rex*, Sophocles; *Heart of Darkness*, Conrad; *Brave New World*, Huxley; *Frankenstein*, Shelley; *1984*, Orwell; and *Metamorphosis*, Kafka. Supplemental texts may include *Never Let me Go*, Ishiguro; *Candide*, Voltaire; *Pride and Prejudice*, Austen; *Pygmalion*, Shaw; *A Thousand Splendid Suns*, Hosseini; *Things Fall Apart*, Achebe; and *Slaughterhouse Five*, Vonnegut.

**WRITING:** Minimum of three to four (3-4) essays per quarter, including both processed essays and timed impromptu essays; research according to MLA format

## Additional Courses Offered Within the English Department

<b>2603</b>	<b>Introduction to Podcasting CP</b>	<b>Semester</b>	<b>Grades 9-12 2 Credits</b>
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This course provides students the opportunity to learn about the world of journalism and other media related issues with a focus on podcast production. Students learn how to conduct and record interviews, engage in research and reporting, and create and edit audio content using a digital workstation platform. Students will learn how to produce both solo and collaborative podcasts for a real audience. Students interested in taking this course should have the ability to communicate clearly and precisely with an awareness of audience and purpose, an interest in conducting interviews, and a willingness to devote out-of-class time to the production of their podcasts. **LITERATURE:** *The Elements of Journalism*, Kovack & Rosenstiel; online news sites, local newspapers, and a variety of podcast episodes/shows.

<b>2601</b>	<b>Journalism CP</b>	<b>Year</b>	<b>Grades 9-12 4 Credits</b>
<b>2602</b>	<b>Journalism CP</b>	<b>Semester</b>	<b>Grades 9-12 2 Credits</b>

Students must apply to enroll in this course. Application procedure includes a B or better in English courses and/or recommendation from current English teacher. Students must maintain a B or better in their English course in order to remain in journalism. This course provides students with assignments in the fundamentals of journalism. Students in the class produce the online news site, *The Compass*, while also studying about the world of journalism and other media-related issues. Students interested in working on the staff must have the ability to write clearly and precisely with an awareness of audience and purpose, an interest in gathering and reporting news, and a willingness to devote considerable out-of-class time to their assigned stories. Returning students are required to assume additional responsibilities including editing, layout, photography. **LITERATURE:** *The Elements of Journalism*, Kovack & Rosenstiel; online news sites, local newspapers, and other journalist publications.

<b>2998</b>	<b>Creative Writing CP</b>	<b>Semester</b>	<b>Grades 9-12 2 credits</b>
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This course is designed for those who enjoy creative writing and want to develop their skills as they produce original poems, short stories, and memoir pieces. Students should be ready to write daily, to share their writing with others, and to accept constructive criticism on their work from peers as well as the teacher. Students will be encouraged to publish their work in the school's literary magazine *The Shoal* and other venues, and to enter local and national writing contests. Assessments will include the writing produced in class, participation, and a portfolio, which will serve as their final exam. Students may take this semester-long course more than once.



# ENGLISH LANGUAGE DEVELOPMENT

## Staff

**Department Head:** Ms. Christine Nicholson  
cnicholson@falmouth.k12.ma.us

**Instructional Staff:** D. Lee, S. Feronti

## General Information

English Language Development (ELD) classes are part of the district's Sheltered English Immersion (SEI) program. The SEI model promotes language development through classroom Sheltered Content Instruction (SCI) and concurrent enrollment in ELD classes. Student's cultural and linguistic backgrounds are respected and serve as vital components of the SEI program. ELD course placement is based upon the student's English language proficiency level. The goal of ELD instruction is to promote social instructional language of Foundational proficient students and academic language development of Transitional proficient students for academic achievement.

## Course Offerings

**ELD Newcomer:** This course is designed for English Learners (EL) who are new to our district and/or United States educational system with an English proficiency level 1. Students will learn social English language skills and basic academic English language skills to promote their acclimation to our school community. This course will focus on both receptive and expressive communication skills.

**ELD A: Foundational:** This course is designed English Learners (EL) with academic English proficiency levels of 1-3F (WIDA). Students develop communication skills for social and instructional purposes in school. As a student's language develops, this expands to include academic language development. Explicit instruction in vocabulary, language structures and functions, reading comprehension and writing creates the foundation of English literacy skills. Students develop their listening, speaking, reading and writing English skills. These four domains of language learning are integrated throughout lessons and within a meaningful sociocultural context.

**ELD B: Developing:** This course is designed for English Learners (EL) with academic English proficiency levels 3T-4 (WIDA). Students in this course expand their academic language skills and academic habits of thinking common across content areas. ELs increase their academic English proficiency by engaging with more complex language structures and functions within rich grade level content. All four domains of language are integrated throughout lessons and within a meaningful sociocultural context.

**ELD C: Transitional:** This course is designed for English Learners with academic English proficiency levels 4-5 (WIDA). Students will deepen and expand their use of complex academic language skills in all domains of listening, speaking, reading and writing through grade level content material. Instructional focus is strengthening an EL's ability to engage with complex text and fully participate in the academic discourse of their content area courses.

# FINE ARTS (Art, Music, and Theater)

**Department Head:** Mr. Steven Edwards  
[sedwards@falmouth.k12.ma.us](mailto:sedwards@falmouth.k12.ma.us)

**Instructional Staff:** C. Adams, J. Baker, A. Guida, I. Tariff, S. Wheeler

## ART & DESIGN

### General Information

The purpose of the art program is to aid students in developing creative thinking and problem-solving skills. Students explore a variety of tools, media, and art concepts enabling them to communicate and express themselves visually. Technology is used for research, and the art department challenges students and encourages risk taking in order to foster the creative potential of all students as they gain knowledge of art history, art criticism, artists, and art works of other cultures. Students who have chosen art as a career path are encouraged to begin art classes during their freshman year. All art teachers use the FHS Habits of Mind Rubric for instruction and assessment.

The following graphic offers suggested progressions in each of the programs offered at Falmouth High School. Students are encouraged to speak with the instructional staff in the Art & Design Department to discuss their goals and outline a course sequence to help meet those goals.

	Studio Art	Ceramics	Design & Visual Communications
<b>Introduction</b>	Intro to Studio Art CP Semester Grades 9, 10, 11, 12	Intro to Ceramics CP Semester Grades 9, 10, 11, 12	Graphic Design I CP Semester Grades 9, 10, 11, 12
	Studio Art II CP Semester Grades 9, 10, 11, 12	Ceramics II CP Year Grades 9, 10, 11, 12	Graphic Design II CP Semester Grades 9, 10, 11, 12
<b>Intermediate</b>	Advanced Studio Art CP Semester Grades 10, 11, 12	Ceramics III Honors Year Grades 11, 12	Graphic Design III CP Year Grades 10, 11, 12
	Advanced Studio Art Honors Year Grades 11, 12	Ceramics IV Honors Year Grades 11, 12	Graphic Design IV CP Year Grades 11, 12
<b>Advanced</b>	AP Art Year Grade 12		

## Course Offerings

### Studio Art

#### **8101 Introduction to Studio Art CP      Semester      Grades 9-12      2 Credits**

As an introduction to visual art at the high school level, this course is designed for students of all abilities. Students use the elements and principles of design to explore a variety of two-dimensional and three-dimensional art materials and techniques. Emphasis is placed on building observational drawing skills to enhance continued studies in visual and graphic arts. All students are required to design and use an artist's sketchbook. Assessment is based on pre-planning, project specific rubrics, teacher observation of work habits, and technical/creative growth.

#### **8109 Studio Art 2 CP      Semester      Grades 9-12      2 Credits**

*Prerequisite: Successful completion of Introduction to Studio Art and teacher recommendation.*

This course expands upon students' understanding of the elements and principles of design through a variety of projects completed in graphite, acrylics, watercolor, and pen and ink. Emphasis is placed on expanding observational drawing skills through portraits and figure studies, as well as, the development of visual problem-solving skills. All students are required to design and use an artist's sketchbook. Assessment is based on pre-planning, project specific rubrics, teacher observation of work habits, and technical/creative growth.

#### **8103 Studio Art 3 CP      Semester      Grades 10-12      2 Credits**

*Prerequisite: Successful completion of Studio Art 2 and teacher recommendation. **Please note,***

**this course runs concurrently with Advanced Studio Art Honors; preference will be given to students who sign up for the yearlong honors course over Studio Art 3.** This course enables students to take their understanding of media, techniques, and processes presented in previous coursework and apply it to the development of a personal artistic style as they create works based on observation, imagination, and community-based resources. Students are introduced to advanced techniques and processes with an emphasis on experimentation and process. All students are required to design and use an artist's sketchbook. All students are further expected to participate in class critiques as well as group shows in the student art gallery as part of their coursework. Assessment is based on pre-planning, project specific rubrics, teacher observation of work habits, and technical/creative growth.

#### **8118 Advanced Studio Art Honors      Year      Grades 11, 12      4 Credits**

*A referral will be made based on a combination of student interest, state and district assessment data, current course achievement, successful completion of Studio Art 2 and/or 3, and teacher recommendation.* This course is intended for advanced art students who wish to further develop their personal artistic style/vision in preparation for art courses at the college level or simply to become more confident in their visual communication and creative problem-solving skills. Two- and three-dimensional media are explored. Students participate in class critiques and a group show in the student art gallery as part of their coursework. Students are expected to maintain a working sketchbook as well as an artist's portfolio that expands on their creative skills in and out of the classroom. Assessment is based on pre-planning, project specific rubrics, teacher observation of work habits, and technical/creative growth. *NOTE: This course may be repeated for credit with instructor approval.*

## Advanced Placement Courses in Studio Art

<b>8401 AP Studio Art</b>	<b>Year</b>	<b>Grade 12</b>	<b>4 Credits</b>
<p><i>A referral will be made based on a combination of student interest, successful completion of Studio Art 2, Studio Art 3 and/or Advanced Studio Art Honors, and teacher recommendation.</i></p> <p>This course is for students who are prepared to produce artwork at the college level. Through summer assignments and class projects, students assemble a sustained investigation of 15 relevant works of art to submit for review in one of three studio areas: 2D Design, 3D Design, or Drawing/Painting. Students enrolled in this course are expected to participate in group critiques and an individual or group art show in the student art gallery as part of their final course grade. Assessment is based on AP course expectations using class rubrics, critiques, and individual conference.</p>			

### The Ceramics Studio

<b>8201 Intro to Ceramics CP</b>	<b>Semester</b>	<b>Grades 9- 12</b>	<b>2 Credits</b>
<p>This course is an introduction to ceramics at the high school level and is designed for students of all abilities. Students apply the elements and principles of design to create functional and non-functional clay pieces. Through observation, abstraction, invention and expression, students gain skills in hand building techniques such as slab, drape, and coil. Students explore pre-fire design techniques, are introduced to the potter's wheel, and learn to finish clay pieces using low-fire glazing techniques. Assessment is based on pre-planning, project specific rubrics, teacher observation of work habits and technical/creative growth.</p>			

<b>8205 Ceramics 2 CP</b>	<b>Year</b>	<b>Grades 10- 12</b>	<b>4 Credits</b>
<p><i>Prerequisite: Successful completion of Intro to Ceramics and teacher recommendation.</i> This course extends students' knowledge and use of hand building and low and high fire glazing techniques. Students use the potter's wheel as a technique to create simple wheel-thrown forms such as bowls, mugs, and pitchers, and use these forms in building non-functional structures as well. The elements and principles of design are used to create ceramic pieces based on the expression of ideas and emotions. Through observation, abstraction, invention and expression, students creatively solve ceramic problems. In addition, the work of ceramic artists and cultures are explored and researched. Students create, plan, and produce a ceramic art show in the FHS Student Art Gallery. Assessment is based on pre-planning, project specific rubrics, teacher observation of work habits, and technical/creative growth.</p>			

<b>8209 Ceramics 3 Honors</b>	<b>Year</b>	<b>Grades 11, 12</b>	<b>4 Credits</b>
<p><i>A referral will be made based on a combination of student interest, state and district assessment data, current course achievement, successful completion of Ceramics 2, and teacher recommendation.</i> This course furthers students' ceramic studies through student-initiated projects, which require extensive research on the specific theme or topic given by the educator. Students use knowledge of ceramic techniques, including hand-building and wheel-thrown methods from Ceramics I and II, to achieve desired effects and are able to verbally and in written form defend their processes and aesthetic choices. The elements and principles of design are purposely used to create meaning and emotion in clay pieces. Images and forms are composed to create ideas and personal points of view. Classes create, plan, and produce a ceramic art show. Assessment is based on pre-planning, pre-conferencing, project specific grading criteria, teacher observation of work habits, and technical/creative growth.</p>			

**8210 Ceramics 4 Honors****Year****Grade 12****4 Credits**

*Prerequisite: Successful completion of Ceramics 3 and teacher recommendation.* The Ceramics 4 Honors course is designed for students who have demonstrated adequate skills and an interest in furthering their ceramics and 3D studies. Students will be expected to focus on a variety of advanced techniques, which they desire to explore and utilize, create student initiated, complex projects which require extensive research. Students will be able to defend and describe their individual artistic process and aesthetic choices and express their personal points of view through written and verbal graded presentations. Students in Ceramics 4 will create, plan and organize their own art show and participate in scholastic and community projects

## The Graphic Design Studio

*For information on our Graphic Design offerings, please refer to “Design & Visual Communications” courses in the Career and Technical Education department.*



# MUSIC

## General Information

The FHS music program continues to educate students in the following academic courses through exposure to, participation in, comprehension of, and appreciation of music. It broadens existing talents and aids in discovering new talents, both vocally and instrumentally. Interaction with other students is a basis for establishing new social relationships. The program continues developing a background in practical components of music while sharpening and enlarging an appreciation for all music. Correlation with other core subjects and sounds of today is an integral motivational factor. The Falmouth community benefits through attendance at public performances, concerts, and field trips. All music courses use the FHS Presenter/Performer Rubric and the FHS Habits of the Mind Rubric.

The following graphic offers suggested progressions in each of the programs offered at Falmouth High School. Students are encouraged to speak with the instructional staff in the Music Department to discuss their goals and outline a course sequence to help meet those goals.

	Instrumental/Vocal Performing Music	General Music
<b>Introduction</b>	Choir CP (Year) Grades 9, 10, 11, 12	Intro to Guitar CP (Semester) Grades 9, 10, 11, 12
	Marching Band CP Color Guard CP (Fall Semester) Grades 8, 9, 10, 11, 12	Intro to Piano CP (Semester) Grades 9, 10, 11, 12
	Concert Band CP (Year) Grades 9, 10, 11, 12	Music Theory I CP (Semester) Grades 9, 10, 11, 12
<b>Intermediate</b>	Chamber Strings CP & Honors (Year) Grades 9, 10, 11, 12	
	Choir CP (Year) Grades 10, 11, 12	
	Jazz Band CP & Honors (Year) Grades 9, 10, 11, 12	
	Repertory Singers CP & Honors (Year) Grades 9, 10, 11, 12	
	Concert Band CP (Year) Grades 10, 11, 12	
	Wind Ensemble CP & Honors (Year) Grades 9, 10, 11, 12	
<b>Advanced</b>		AP Music Theory (Year) Grade 10, 11, 12

## Course Offerings

### **8501 Marching Band CP    Fall Semester                      Grades 9- 12                      2 Credits                      Pass/Fail**

This course is open to all instrumentalists regardless of their experience. During the fall semester, the Marching Band is devoted to the study of marching band repertoire, musicianship, and musical skills coordinated with intricate drill, maneuvers, and marching technique. Students learn the values of discipline, teamwork, leadership, and responsibility through group participation. The Marching Band proudly represents Falmouth High School by performing for audiences in a variety of settings such as parades, festivals, competitions, and halftime shows at football games. This course meets Monday and Wednesday evenings as well as Saturday mornings. Attendance at Training Camp is also required in August prior to the opening of school. Assessment is based on practice and specific grading criteria, teacher observation of work habits, and technical/creative growth.

### **8502 Color Guard CP            Fall Semester                      Grades 9- 12                      2 Credits                      Pass/Fail**

This course is open to all students regardless of prior experience. During the fall semester, the Color Guard is devoted to the study of coordinating a routine to music performed by the Marching Band. Students learn marching technique, field maneuvers, and flag skills, with a strong focus on dance. Students learn the values of discipline, teamwork, leadership, and responsibility through group participation. The Color Guard proudly represents Falmouth High School by performing for audiences in a variety of settings such as parades, festivals, competitions, and halftime shows at football games. This course meets Monday and Wednesday evenings as well as Saturday mornings. Attendance at Training Camp is also required in August prior to the opening of school. Assessment is based on practice and specific grading criteria, teacher observation of work habits, and technical/creative growth.

### **8632 Concert Band Honors                      Year                      Grades 10-12                      4 Credits**

### **8631 Concert Band CP                      Year                      Grades 9-12                      4 Credits**

*CP credit is awarded to enrolled ninth grade students. A referral will be made based on a combination of student interest, current course achievement, student audition, and teacher recommendation.* This course is open to all instrumentalists regardless of experience. This class provides the opportunity for the performance of a large repertoire of symphonic, classical, and contemporary literature. Continued emphasis is given to the development of musicianship, and instrumentalists are given the opportunity to participate in district and state music festivals. The Concert Band typically performs three concerts, two parades and graduation within the school year. Students who are taking this course for the second time are eligible for Honors credit. Those students enrolled in this class for Honors Credit are required to audition for either the All-Cape and/or Southeast District Music Festival to retain honors credit. Recorded performance and written assignments for Honors students will be more challenging and they will have an additional assignment each quarter. Attendance at all concerts is mandatory. Assessment is based on practice and specific grading criteria, teacher observation of work habits, and technical/creative growth.

<b>8605 Honors Wind Ensemble</b>	<b>Year</b>	<b>Grades 10-12</b>	<b>4 Credits</b>
<b>8607 Wind Ensemble CP</b>	<b>Year</b>	<b>Grade 9</b>	<b>4 Credits</b>

*CP credit is awarded to enrolled ninth grade students. A referral will be made based on a combination of student interest, current course achievement, student audition, and teacher recommendation. The size of the group is determined by the availability and participation of certain instruments in order to create a well-balanced performing ensemble. \*Prior participation does not guarantee a position for the coming year. This comprehensive course is designed for the advanced musician. Students have the opportunity to perform challenging symphonic, classical, and contemporary band literature. Specific emphasis is placed on each student's preparation of music. The Wind Ensemble typically performs three concerts, two parades, and graduation within the school year. Students are required to audition for either the All-Cape or Southeast District Music Festival to retain honors credit. Recorded performance and written assignments are more rigorous for Honors students. Attendance at all concerts is mandatory. Assessment is based on practice and specific grading criteria, teacher observation of work habits, and technical/creative growth.*

<b>8602 Honors Jazz Ensemble</b>	<b>Year</b>	<b>Grades 10-12</b>	<b>4 Credits</b>
<b>8600 Jazz Ensemble CP</b>	<b>Year</b>	<b>Grade 9</b>	<b>4 Credits</b>

*CP credit is awarded to enrolled ninth grade students. A referral will be made based on a combination of student interest, current course achievement, student audition, and teacher recommendation. All students must play a saxophone, trombone, trumpet, or rhythm section instrument. \*Prior participation does not guarantee a position for the coming year. This is a comprehensive course focused on jazz music for the advanced musician. Students perform a variety of music from the Big Band era to the contemporary styles. Jazz theory, history and improvisation are taught. This ensemble typically performs three concerts, two parades, and graduation. Instrumentalists are given the opportunity to participate in district and state festivals. Students who are taking this course for the second time are eligible for Honors credit. Those students enrolled in this class for Honors Credit are required to audition for either the All-Cape and/or Southeast District Music Festival to retain honors credit. Recorded performance and written assignments are more rigorous for Honors students. Attendance at all concerts is mandatory. Assessment is based on practice and specific grading criteria, teacher observation of work habits, and technical/creative growth.*

<b>8610 Honors Chamber Ensemble</b>	<b>Year</b>	<b>Grades 10-12</b>	<b>4 Credits</b>
<b>8612 Chamber Ensemble CP</b>	<b>Year</b>	<b>Grade 9</b>	<b>4 Credits</b>

*CP credit is awarded to enrolled ninth grade students. A referral will be made based on a combination of student interest, current course achievement, student audition, and teacher recommendation. This is a comprehensive course that focuses on orchestral and chamber ensemble literature from the Baroque, Classical, Romantic, and Contemporary time periods. Students perform at school sponsored concerts, events, and other community functions within the school year. Instrumentalists have the opportunity to participate in district and state music festivals. Students who are taking this course for the second time are eligible for Honors credit. Those students enrolled in this class for Honors Credit are required to audition for either the All-Cape and/or Southeast District Music Festival to retain honors credit. Recorded performance and written assignments are more rigorous for Honors students. Attendance at all concerts is mandatory. Assessment is based on practice and specific grading criteria, teacher observation of work habits, and technical/creative growth.*



<b>8704 Music Theory I CP</b>	<b>Semester</b>	<b>Grades 9-12</b>	<b>2 Credits</b>
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This is an introduction to basic rudiments of music, including meter, scales, key signatures, intervals, chords, and dictation, sight singing, the harmonization of a simple melody, choral structure, composition, and improvisation. Twelve-tone scales and other innovative techniques are explored. A fundamental knowledge of music is recommended but not required before taking this course.

<b>8721 Choir CP</b>	<b>Year</b>	<b>Grades 9-12</b>	<b>4 Credits</b>
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Music studied is in SATB form and concentrates on tonality, blending, phrasing, breathing and diction. The repertoire covers the Renaissance to Contemporary 20th Century music. Opportunities for solo and small group work are an outgrowth of this group. The Choir typically performs three concerts and graduation within the school year. Attendance at all concerts is mandatory. Assessment is based on practice and specific grading criteria, teacher observation of work habits, and technical/creative growth.

<b>8707 Honors Repertory Singers</b>	<b>Year</b>	<b>Grades 10-12</b>	<b>4 Credits</b>
<b>8702 Repertory Singers CP</b>	<b>Year</b>	<b>Grade 9</b>	<b>4 Credits</b>

*CP credit is awarded to enrolled ninth grade students. A referral will be made based on a combination of student interest, current course achievement, student audition, and teacher recommendation. Registration requires an audition, and students must meet with the director for audition materials. \*Prior participation does not guarantee a position for the coming year. This course is designed for the more advanced singer with a strong emphasis on sight-reading and developing advanced vocal skills, as well as establishing a readily available performance repertoire. Students must audition for this class prior to submitting their program of studies registration. Some consideration is given to preparing students for festivals, and opportunities for solo or small group work is an outgrowth of this group. Music studied is in SATB form and concentrates on tonality, blending, phrasing, breathing and diction. The repertoire covers the Renaissance to Contemporary 20th Century music. Opportunities for solo and small group work are an outgrowth of this group. The Rep Singers typically perform three concerts and graduation within the school year. Students who are taking this course for the second time are eligible for Honors credit. Those students enrolled in this class for Honors Credit are required to audition for either the All-Cape and/or Southeast District Music Festival to retain honors credit. Recorded performance and written assignments for Honors students will be more challenging and they will have an additional assignment each quarter. Attendance at all concerts is mandatory. Assessment is based on practice and specific grading criteria, teacher observation of work habits, and technical/creative growth.*

## Courses Open to All Students (No Musical Training or Experience Needed)

<b>8500 Introductory Piano CP</b>	<b>Semester</b>	<b>Grades 9-12</b>	<b>2 Credits</b>
This is an introduction to basic piano skills and development, including music theory, scales, notation, history, and improvisation. This course is designed for students interested in learning how to play the piano, and it is expected that those who enroll are true beginners with little or no knowledge of the piano. Students learn the fundamentals of musical keyboarding, and they perform selections from various genres. Assessment is based on specific grading criteria, teacher observation of work habits, and technical/creative growth.			
<b>8503 Introductory Guitar CP</b>	<b>Semester</b>	<b>Grades 9-12</b>	<b>2 Credits</b>
This is an introduction to basic guitar skill development, including music theory, scales, notation, history, and improvisation. Students will learn a variety of strumming and fingerpicking skills and will learn how to read both classic music notation and guitar tablature. A fundamental knowledge of music is recommended but not required before taking this course. A variety of genres of music, including folk, rock, blues, and classical will be performed and studied. Guitars supplied by FHS. Students are responsible for the maintenance and care for these instruments. Students are also welcome to bring their own acoustic guitars. Assessment is based on specific grading criteria, teacher observation of work habits, and technical/creative growth.			
<b>8505 History of Pop Music</b>	<b>Semester</b>	<b>Grades 9-12</b>	<b>2 Credits</b>
This course will allow students to: research, listen, analyze, explore in order to gain a better understanding of how American pop music once was and what it has become today. This will be achieved through: reading various texts, viewing video documentaries and films, listening to various records and recordings, and class lectures accompanied by discussion.			

## Advanced Placement Courses in Music

<b>8715 AP Music Theory</b>	<b>Year</b>	<b>Grades 10-12</b>	<b>4 Credits</b>
<i>A referral will be made based on a combination of student interest, current course achievement, and teacher recommendation.</i> AP Music Theory corresponds to two semesters of a typical introductory college music theory course, covering topics such as musicianship, theory, musical materials, and procedures. Students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Assessment is based on AP course expectations using class rubrics, critiques, and individual conferences.			

# THEATER

## General Information

	Theater
Introduction	Acting CP Intro to Theater CP Semester Grades 9, 10, 11, 12
	Theater Production CP Semester Grades 9, 10, 11, 12
Intermediate	Creative Dramatics CP Semester Grades 10, 11, 12
	Musical Theater Study CP Semester Grades 9, 10, 11, 12
	Theater Outreach CP Semester Grades 11, 12

## Course Offerings

### 8920 Acting CP

**Semester**

**Grades 9-12**

**2 Credits**

This is an introductory course where no previous experience on stage is required and all students grades 9-12 are invited. This course will explore the foundations of acting for the stage. The course will cover both ensemble scene work and monologues using text from different time periods and types of theatre. Students will focus on the Stanislavski Method acting technique through movement, voice and script analysis (with an emphasis on character objectives, obstacles, and tactics). They will explore character development through analysis, discussion, and in-class performance.

### 8900 Intro to Theater CP

**Semester**

**Grades 9- 12**

**2 Credits**

This is an introductory course where no previous experience on stage is required and all students grades 9-12 are invited. Students will participate in a wide range of acting training exercises, including theatre games, theatrical movement exercises, voice exercises & techniques, pantomime, improvisation, beginning acting techniques, relaxation, vocal techniques, history, children's theater and musical theater. Assessment is based on specific grading criteria, teacher observation of work habits, and technical/creative growth.

<b>8905 Theater Production CP</b>	<b>Semester</b>	<b>Grades 9- 12</b>	<b>2 Credits</b>
<p><i>Lights, Sets, Costume, and Sound!</i> This theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to create theatre from the “behind the scenes” perspective of designers and technicians. This course emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students will work with play texts and examine world theatre traditions to design and create sets, costumes, lighting, sound, and stage makeup. Students will also examine and practice the role of the stage manager. Assessment is based on specific grading criteria and teacher observation of work habits.</p>			
<b>8915 Musical Theater Study CP</b>	<b>Semester</b>	<b>Grades 9- 12</b>	<b>2 Credits</b>
<p>This course will focus on the development of skills associated with Musical Theatre: singing, acting and dance/movement. Units will be divided into singing (vocal warm- ups and exercises, breathing/relaxation exercises, song selection, auditioning), acting (telling a story through song and dance, scene study, monologue selection, solo/duet/ensemble work), and dance/movement (styles of ballet, jazz, tap, musical theatre/modern dance; strength/flexibility, student choreography). In addition, students will explore the history of Musical Theatre in America within each unit to gain an understanding of how musical theatre has changed/developed over time and has impacted society/culture. Assessment is based on specific grading criteria, teacher observation of work habits, and technical/creative growth.</p>			
<b>8910 Theater Outreach CP</b>	<b>Semester</b>	<b>Grades 11, 12</b>	<b>2 Credits</b>
<p><i>A referral will be made based on a combination of student interest, current course achievement, and teacher recommendation.</i> This theatre course will offer select students the opportunity to assist the Theater director as an intern for a variety of responsibilities, including but not limited to, production management, community support building, and marketing. Assessment is based on specific grading criteria and teacher observation of work habits.</p>			
<b>2999 Creative Dramatics CP</b>	<b>Semester</b>	<b>Grades 10- 12</b>	<b>2 Credits</b>
<p>This course focuses on drama as a process and performing art. The emphasis is on Directing and Playwriting. The units regarding the playwriting process include forming ideas, character development, creating setting, dialogue, plot structure, and writing various types of theatrical works (i.e. monologues, scenes, 10 minute plays). The units pertaining to the directing process include script analysis, blocking practice, acting coaching exercises, individual/group directing of scenes, and practicing the many duties of the director (i.e. building audition requirements, rehearsal schedules, etc). The course concludes with each student writing at 10-minute play as well as directing one full scene from an established theatrical work. Assessment is based on specific grading criteria, teacher observation of work habits, and technical/creative growth.</p>			

# MATHEMATICS

## Staff

**Department Head:** Jenna Rozzero-Koster, Ed.D.  
Extension 3089  
jrozzerokoster@falmouth.k12.ma.us

**Instructional Staff:** T. Bourgeault, D. Eynon, L. Gatchell, M. Gregory, A. Gennaro, R. Landers-Cauley, C. Lima, K. McAuley, A. Peterson, H. Stevens

## General Information

Enrollment in any math course requires a teacher endorsement on the student course selection form. Consult teachers if the course descriptions do not answer your questions about choices. Please note that some courses have prerequisites.

Math teachers use a strategic approach to Problem Solving referencing the FHS rubrics. All courses are aligned with the Massachusetts Curriculum Frameworks, inclusive of the Common Core, and include real-life application. MATH TEACHERS SUBSCRIBE TO THE “RULE OF 4” demonstrating math numerically, algebraically, graphically, and verbally (or through written communication).

## Common Falmouth High School Mathematics Pathways

Grade	9	10	11	12
<b>Pathway #1</b>	Algebra I	Geometry	Algebra II	Honors PreCalculus PreCalculus Trigonometry Statistics & Probability Applied Mathematics
<b>Pathway #2</b>	Freshmen Geometry	Honors Algebra II	Honors PreCalculus	Honors Calculus AP Calculus AP Statistics
<b>Pathway #3</b>	Algebra I & Geometry	Algebra II	Honors PreCalculus PreCalculus Trigonometry	Honors PreCalculus PreCalculus Honors Calculus AP Calculus AP Statistics Statistics & Probability
<b>Pathway #4</b>	Algebra I	Geometry & Algebra II	Honors PreCalculus PreCalculus Trigonometry	Honors PreCalculus PreCalculus Honors Calculus AP Calculus AP Statistics Statistics & Probability

## Course Offerings

<b>3103</b>	<b>Freshman Algebra I CP</b>	<b>Year</b>	<b>Grade 9</b>	<b>4 Credits</b>
<i>Prerequisite: Successful completion of Grade 8 math and recommendation of math teacher.</i> This course is a modern approach to the study of real number system, solution of linear equations and inequalities, graphing of linear equations and inequalities, special products and factoring, and operations with exponents and radicals. <b>TEXT:</b> <u>enVision</u> , Pearson Education, 2018				
<b>3204</b>	<b>Freshman Geometry A CP</b>	<b>Year</b>	<b>Grade 9</b>	<b>4 Credits</b>
<i>Prerequisite: Successful completion of Grade 8 Algebra; demonstrated competency on final exam or teacher recommendation.</i> Course instruction focuses on six critical skills: 1) establish criteria for congruence of triangles based on rigid motions; 2) establish criteria for similarity of triangles based on dilations and proportional reasoning; 3) informally develop explanations of circumference, area, and volume formulas; 4) apply the Pythagorean Theorem to the coordinate plan; 5) prove basic geometric theorems; and 6) extend work with probability. <b>TEXT:</b> <u>enVision</u> , Pearson Education, 2018				
<b>3202</b>	<b>Geometry CP</b>	<b>Year</b>	<b>Grades 10, 11, 12</b>	<b>4 Credits</b>
Course instruction focuses on six critical skills: 1) establish criteria for congruence of triangles based on rigid motions; 2) establish criteria for similarity of triangles based on dilations and proportional reasoning; 3) informally develop explanations of circumference, area, and volume formulas; 4) apply the Pythagorean Theorem to the coordinate plan; 5) prove basic geometric theorems; and 6) extend work with probability. <b>TEXT:</b> <u>enVision</u> , Pearson Education, 2018				
<b>3302</b>	<b>Algebra 2 CP</b>	<b>Year</b>	<b>Grades 10, 11, 12</b>	<b>4 Credits</b>
<i>Prerequisite: Successful completion of Algebra I CP and Geometry CP; demonstrated competency on final exams or teacher recommendation.</i> Course instruction focuses on four critical skills: 1) relate arithmetic of rational expressions to arithmetic of rational numbers; 2) expand understandings of functions and graphing to include trigonometric functions; 3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and 4) relate data display and summary statistics to probability and explore a variety of data collection methods. A TI-83 or TI-84 graphing calculator is required for this course. <b>TEXT:</b> <u>enVision</u> , Pearson Education, 2018				
<b>3303</b>	<b>Algebra 2 Honors</b>	<b>Year</b>	<b>Grades 10, 11, 12</b>	<b>4 Credits</b>
<i>Prerequisite: Successful completion of Geometry CP; demonstrated competency on placement exam and teacher recommendation.</i> This course provides an in-depth study of Algebra II. Instructional time focuses on four critical skills: 1) relate arithmetic of rational expressions to arithmetic of rational numbers; 2) expand understandings of functions and graphing to include trigonometric functions; 3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and 4) relate data display and summary statistics to probability and explore a variety of data collection methods. This course is primarily intended for students in the accelerated sequence leading to Calculus. Graphing calculators are used extensively in Pre-Calculus and Calculus and on occasion in this course. A TI-83 or TI-84 graphing calculator is required for this course. <b>TEXT:</b> <u>enVision</u> , Pearson Education, 2018				

<b>3401 Trigonometry CP</b>	<b>Year</b>	<b>Grades 11, 12</b>	<b>4 Credits</b>
<p><i>Prerequisite: Successful completion of Algebra 2 CP and teacher recommendation.</i> This course is designed primarily for those students wishing to prepare for Pre-calculus as it bridges the gap between Algebra II and Pre-calculus. After a brief review of some algebra that is required in trigonometry applications, this course covers the following topics: basic functions, reference angles and their uses, measurement of rotation, solution of right and oblique triangles, trig, identities, conditional trigonometric equations, and graphing of trig functions. The course concludes with the review of Algebra II and introduction of Advanced Algebra topics. This course is especially important for students who intend to enroll in engineering, science, or related courses in college.</p> <p><b>TEXT:</b> <u>Trigonometry</u>, 12th edition. Pearson 2020. Lial, Hornsby, Schneider &amp; Daniels.</p>			
<b>3601 Applied Mathematics CP</b>	<b>Year</b>	<b>Grade 12</b>	<b>4 Credits</b>
<p><i>Prerequisite: Successful completion of Algebra II.</i> (Previously referred to as Advanced Math Topics) Applied Mathematics is designed as a course to follow Algebra II. It builds on, reinforces, and extends what students have learned and covers a range of mathematics topics that are not part of the traditional calculus pathway. The course offers student activities in a range of applied contexts and helps students develop college and career readiness skills such as collaborating, conducting research, and making presentations. This course prepares students for a range of future options in non-algebraically-intensive college majors or for entering workforce training programs.</p> <p><b>TEXT:</b> <u>Thinking Mathematically</u>, 6<sup>th</sup> Edition, Prentice Hall 2015</p>			
<b>3501 Pre-Calculus CP</b>	<b>Year</b>	<b>Grades 11, 12</b>	<b>4 Credits</b>
<p><i>Prerequisite: Successful completion of Trigonometry CP or Algebra 2 CP and teacher recommendation.</i> This course prepares students to study college calculus, with applications and exercises selected for calculus relevance. Topics in Algebra, Trigonometry and Analytical Geometry are thoroughly explored. Only students who have met the prerequisite should enroll in this course. A TI-83 or TI-84 graphing calculator is required for this course.</p> <p><b>TEXT:</b> <u>Pre-Calculus With LIMITS</u>, Cengage Learning, 2017 by Larson and Battaglia</p>			
<b>3502 Pre-Calculus Honors</b>	<b>Year</b>	<b>Grades 11, 12</b>	<b>4 Credits</b>
<p><i>Prerequisite: Successful completion of Algebra 2 Honors or mastery of Algebra 2 CP and teacher recommendation.</i> This course prepares students to study college calculus, with applications and exercises selected for calculus relevance. Topics in Algebra, Trigonometry and Analytical Geometry are thoroughly explored at an accelerated pace. Only students who have met the prerequisite in Trigonometry or Algebra II Honors should elect this course. A TI-83 or TI-84 graphing calculator is required for this course.</p> <p><b>TEXT:</b> <u>PRECALCULUS with Limits</u>, CENGAGE Learning 2018</p>			
<b>3699 Statistics and Probability CP</b>	<b>Year</b>	<b>Grade 12</b>	<b>4 Credits</b>
<p><i>Prerequisite: Successful completion of Algebra 2, teacher recommendation, and approval of department head.</i> This course is a study of elementary concepts in statistics and probability. This course will give students an understanding of the main ideas of statistics and useful skills for working with data. Topics will include exploratory data analysis, probability models, random variables, probability distributions, and statistical inference. A TI 84 graphing calculator is required for this course.</p> <p><b>TEXT:</b> <u>Statistics and Probability with Applications</u>, 3<sup>rd</sup> Edition 2017, by W.H. Freeman and Company</p>			

<b>3701</b>	<b>Calculus Honors</b>	<b>Year</b>	<b>Grade 12</b>	<b>4 Credits</b>
<i>Prerequisite: Successful completion of Honors Pre-Calculus or mastery of Pre-Calculus CP and teacher recommendation.</i> This course includes most of the same topics as AP Calculus, but will not proceed at the same pace. A TI-83 or TI-84 graphing calculator is required for this course. <b>TEXT:</b> <u>CALCULUS with Calc Chat and Calc View</u> , CENGAGE Learning 2017				

## Advanced Placement Math Courses

Advanced Placement (AP) courses emphasize the development of skills similar to those emphasized in Honors classes. However, learning activities in AP courses are more intensive and more frequent than those featured in Honors classes. Also, these assignments are often meant to simulate the types of assessments featured on AP examinations. To this end, the nature of the reading selections and the related tasks in AP courses make them the most complex and most challenging assignments in the curriculum. Students who enroll in these courses, therefore, should be prepared to spend more than twelve (12) hours per week working on out-of-class assignments. Students are expected to meet and exceed the descriptors in the advanced category on the FHS Skills Rubrics, as Advanced Placement courses are college-level classes. Students in these courses are expected to take the AP exam in May.

<b>3700</b>	<b>Advanced Placement Statistics</b>	<b>Year</b>	<b>Grades 11-12</b>	<b>4 Credits</b>
<i>Prerequisite: Successful completion of Honors Pre-Calculus or Pre-Calculus CP or mastery of Algebra 2 CP or Trigonometry CP, teacher recommendation, and department head approval.</i> Grade 11 students may simultaneously take AP Statistics and Honors Pre-Calculus with teacher recommendation and department head approval. In these cases, priority enrollment will be given to seniors over juniors. This is an introductory college-level course in the practice of statistics designed to enable students to earn credit and/or advanced placement in college through participation in the College Board's Advanced Placement testing program. The four main areas covered are exploratory analysis, planning a study, probability, and statistical inference. The course follows the Advanced Placement Statistics Curriculum as set by the College Board and students are expected to take the Advanced Placement Statistics Exam in May. This course is taught through a variety of methods including simulations, random designs and cooperative learning groups. This course is not a replacement for Honors Pre-Calculus or AP Calculus but may be an elective for these students. A TI-83 or TI-84 graphing calculator is required for this course.				

**TEXT:** *The Practice of Statistics*, Updated 6th Edition (2020), Josh Tabor and Daren Starns (BFW Publishers)

<b>3702</b>	<b>Advanced Placement Calculus</b>	<b>Year</b>	<b>Grade 12</b>	<b>4 Credits</b>
<i>Prerequisite: Successful completion of Honors Pre-Calculus, teacher recommendation, and department head approval.</i> This course provides a fast paced, rigorous curriculum covering differential and integral calculus. Students develop a multi-representational approach to functions using actual AP College board materials. A TI-83 or TI-84 graphing calculator is required for this course.				

**TEXT:** *CALCULUS with Calc Chat and Calc View*, CENGAGE Learning, 2017



## The Mathematics Workshop, Credit Recovery, and Summer Options

### **3901 Mathematics Workshop Semester Grades 9, 10, 11 2 Elective Credits**

*Teacher recommendation required and approval from the department head.* Teacher recommendation required. This course provides a review of essential topics in pre-algebra, algebra and geometry, necessary for success in mathematics. Emphasis will be placed on test-taking skills and reading and writing skills. Every effort is made to tailor the course to the individual needs of the students, based on previous MCAS results. Teachers also create individual student success plans for all students enrolled in this course.

**TEXT:** enVision Algebra 1 and enVision Geometry, Pearson Education 2018

### **TBD Math Credit Recovery Semester Grades 10, 11, 12 Credits TBD**

*Prerequisite: Teacher Recommendation and department head approval.* Algebra I, Geometry, and Algebra II students, whose skill levels fall below proficient, will be required to take this course to earn credit toward their mathematics courses. Students who have a 40 average or higher may take this course for Mathematics credit recovery in conjunction with their regular Mathematics course. This course is designed to strengthen specific skills in alignment with Algebra I, Geometry, or Algebra II courses. Students will explore strategies which enrich their skills and prepare them for upper-level high school courses, college, standardized tests, and post-secondary mathematical applications. Guidance counselors will place students appropriately with department head final approval.

### **TBD Summer Options Summer Session Grades 9-12 Credits TBD**

A student can choose to move forward in Mathematics by enrolling in an approved summer course. The summer course options include, Geometry, Algebra II and Precalculus. **Students who are interested in this option should contact the Mathematics Department Head for an approval form and further information.**

(Approved courses from VHS or EdX and *FHS Geometry Course*)

# PHYSICAL EDUCATION & HEALTH

## Staff

**Department Head:** Mr. Mike Ciliberto

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**Instructional Staff:** J. Bosselman, B. Clements, C. Dugre, S. Femino

## General Information

**MISSION:** THE PHYSICAL EDUCATION/HEALTH DEPARTMENT WILL PROVIDE INSTRUCTION THAT FOCUSES ON THE IMPORTANCE OF HEALTH AND PHYSICAL ACTIVITY. THIS WILL BE ACHIEVED THROUGH KNOWLEDGE, DECISION-MAKING, AND SKILL APPLICATION THAT INCLUDE COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE DOMAINS IN A SAFE AND COOPERATIVE LEARNING ENVIRONMENT.

The Physical Education and Health program at Falmouth High School is designed to provide students with a variety of activities that will promote the core concepts of the Massachusetts Comprehensive Health curriculum Frameworks and the SHAPE America National Physical Education and Health Standards. These core concepts include; physical literacy, health literacy, healthy self-management skills, health promotion, disease prevention, influence analyzation, accessing valid information, and effective communication and goal setting skills. Through the coordinated teaching of physical education and health, these core concepts are achieved. Each discipline has a delineated responsibility of addressing certain standards. The four strands of the health framework include: physical health, social and emotional health, safety and prevention, and personal and community health.

Through the physical education and health offerings, students will gain the knowledge and skills necessary to perform a variety of physical activities and will know the implications of and understand the benefits from involvement in lifelong physical activities. Students will learn factual information and develop the necessary skills to make informed choices and apply them to daily situations. Students will engage in promoting a positive learning environment within each class while understanding the benefits of upholding this attitude in their daily lifestyle.

Students at Falmouth High School must earn a minimum of eight (8) credits in Physical Education/Health in accordance with Falmouth High School's graduation requirements as well as the Massachusetts General Laws (Chapter 71, section 3). Student's annual enrollment ensures that all students are engaged in the state mandated bullying program. A part of the bullying program is taught in each of our Physical Education and Health courses.

The 11th and 12th grade Physical Education/Health elective program will enrich and complete a student's career in Falmouth. Through our elective program, students have the opportunity to develop areas of interest and become exposed to healthy competition, personal awareness, and future academic success.

Physical Education teachers use the Physical Education Rubric for assessment on a daily basis as well as written tests, oral presentations, class work, and participation in Health modules.

## Courses

<b>9309 PE/Health 9</b>	<b>Semester</b>	<b>Grade 9</b>	<b>2 credits</b>
This required course consists of a variety of activities in unit form such as project adventure, individual sports, team sports, fitness, and introductory classes in the FHS Wellness Center. In addition, students engage in health-focused lessons related to bullying prevention, drug abuse prevention, relationships and sexuality, emotional health, and influences of media in regards to overall health.			
<b>9300 PE/Health 10</b>	<b>Semester</b>	<b>Grade 10</b>	<b>2 credits</b>
This course is a continuation of Grade 9 PE/Health course. It consists of a variety of activity units and health-focused lessons.			
Elective Based Program for Grades 11&12			
<b>9513 Project Adventure/Cooperative Games</b>	<b>Semester</b>	<b>Grades 11-12</b>	<b>2 credits</b>
Adventure is exactly what it sounds like – an opportunity to explore, experience, and learn new things about yourself and your team. This class uses a combination of cooperative games, problem solving activities, and risk-taking initiatives to teach students safe ways to stretch outside their comfort zone. Aside from leadership and communication skills, students also engage in a range of physical and technical skills, like game creation, belaying, and knot tying. This is a unique opportunity to test and apply your physical and teamwork skills.			
<b>9512 Team Games</b>	<b>Semester</b>	<b>Grades 11-12</b>	<b>2 credits</b>
Students participating in this course will be expected to successfully demonstrate the basic skills of various team sports, such as: soccer, handball, football, hockey, softball, volleyball, and ultimate frisbee. The course will focus on refining these skills and developing strategies to participate successfully in competition. Teams will be established in the class with practice schedules developed to enhance the skills for competition, Tournaments and healthy competition will take place throughout the course.			
<b>9514 Personal Fitness and Nutrition</b>	<b>Semester</b>	<b>Grades 11-12</b>	<b>2 credits</b>
This class will provide students with the knowledge and skills to develop a personalized program for maintaining physical health and an active lifestyle. Students will learn proper goal setting techniques, basic anatomy and exercise physiology, various principles and styles of training, injury prevention, appropriate etiquette, and nutrition information to achieve their individual needs and objectives. Additionally, by incorporating fitness assessments into the curriculum, students will see their fitness progression while understanding the importance and benefit of lifelong activity and healthy choices.			
<b>9515 Lifetime Activities</b>	<b>Semester</b>	<b>Grades 11-12</b>	<b>2 credits</b>
During the Lifetime Activities segment of the physical education program, students will experience a wide variety of activities focusing on lifelong participation. These activities will include racquet and net sports (tennis, badminton, table tennis, pickleball, volleyball) and target and leisure sports (bocce, golf, archery, bowling, frisbee golf, backyard games, softball).			

**9516 Wellness Leaders****Semester****Grades 11-12****2 credits**

This class provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. This class supports the development of leadership skills for all students as well as the empowerment of all students to foster an inclusive, unified class. **Students must obtain teacher recommendation to participate in this course.**

**9517 Exploratory Physical Education****Semester****Grades 11-12****2 credits**

This course, offered before the traditional school day, gives students the opportunity to explore the physical education curriculum offered at FHS. Students in this course will have the opportunity to work on personal and social development within a group setting and gain the knowledge and skills to develop a personalized program for maintaining a physical, healthy, and active lifestyle. In addition, students will learn basic skills necessary to participate in invasion and fielding games as well as target and net games. These skills will allow students to participate successfully and confidently in various activities that can be used throughout their lives, including team games. **Note: Students must have their own transportation to school to participate in this course. Depending on the number of students interested, seniors will be given priority enrollment.**



# SCIENCE AND STEM

## Staff

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**Instructional Staff:** A. Cozzens, S. Crocker, C. Dubuque, K. Garrett, H. Goodwin, R. Gordon, C. Milliken, C. Palhais, N. Shea

## General Information

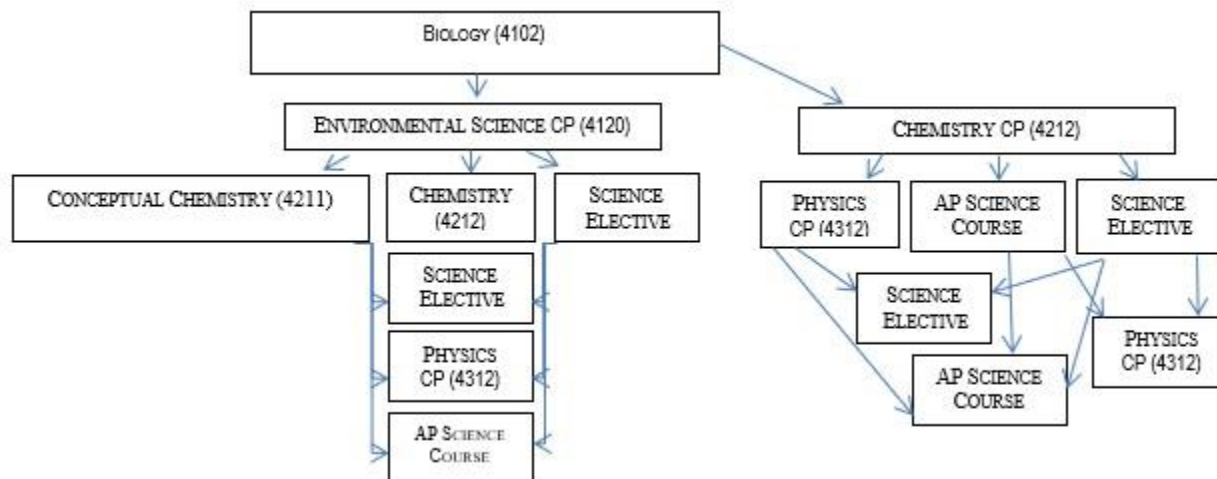
Minimum admissions requirements for Massachusetts state universities include successful completion of three years of science, including two lab-based science courses. However, the Massachusetts High School Program of Studies -- or MassCore -- along with many private colleges and universities, require students to complete three lab-based science courses.

Some science courses have prerequisites while others require a teacher recommendation. Choose courses with attention to your needs and motivations. Consult your teacher(s) if you need additional information about a course.

Some suggested science course sequences are outlined below, but students can move from one credit designation to another based on achievement. By the end of grade 10, students must have completed a Biology course. It is highly recommended that all students complete Chemistry by the end of grade 11.

FHS Science courses reference the FHS Skills Rubrics emphasizing:

- problem solving through lab work, experimentation, and independent scientific research;
- reading of textbooks, scientific articles, and supplemental literature;
- writing of lab reports, research papers, and constructed response questions; and
- presenting information through displays, models, data charts and graphs, and multi-media presentations.



## Courses

**4102      Biology CP      Year      Grade 9 | Lab Science      4 Credits**

This course includes extensive investigation and comprehension of cellular structure and functions, principles of biochemistry and genetics, mechanisms of evolution, diversity of life forms on earth, principles of ecology, human anatomy, and the scientific process. This course aligns with the current Massachusetts Curriculum Frameworks. The schedule provides added time to complete laboratory activities, including both hands-on and virtual laboratories.

*Students enrolled in the Biology course must complete the Biology MCAS in June as the Biology MCAS is a state graduation requirement.*

**4119      Biology Workshop      Semester      Grades 10, 11, 12      2 Credits**

*Teacher recommendation required.* This course provides a review of essential topics in Biology necessary for success on the MCAS Biology exam. Emphasis is placed on developing test-taking skills and writing constructed response questions. Students also use computerized tutorials from a Biology MCAS preparation course developed by Falmouth High School biology teachers.

**4120      Environmental Science CP      Year      Grade 10 | Lab Science      4 Credits**

Environmental science is the study of how life on Earth is sustained, the causes and effects of environmental problems, and how these problems can be solved. This interdisciplinary science draws upon the fields of biology, earth science, chemistry, physics, and social sciences. Students investigate ecology and ecosystems, evolution and biodiversity, extinction, agricultural and mineral resources, climate change, water and air pollution, and population growth. Students also investigate renewable/alternative energy technologies such as photovoltaics, fuel cells, and wind turbines. Classroom activities include case studies of environmental issues, hands-on and virtual labs, and individual and small group projects.

**4211      Conceptual Chemistry CP      Year      Grades 11, 12      4 Credits**

This course is an introduction to chemistry in which the topics of atomic structure, matter, bonding, chemical reactions, acids and bases, and gas laws are covered. Other topics include organic chemistry, foods, fuels and the chemistry of everyday materials. This course aligns with the current Massachusetts Curriculum Frameworks. Emphasis is placed on the role of chemistry in daily life as opposed to the mathematical aspects of chemistry.

**4212      Chemistry CP      Year      Grades 10, 11, 12 | Lab Science      4 Credits**

*Prerequisite: Successful completion of Algebra II CP or taking concurrently.* This course acquaints students with basic chemical theory and laboratory skills. Topics include atomic theory, bonding, chemical reactions, acids and bases, kinetic theory, gas laws, descriptive chemistry, and basic stoichiometry. This course aligns with the current Massachusetts Curriculum Frameworks. The mathematics of chemistry is stressed. The schedule provides added time to complete laboratory activities.

- 4312      Physics CP      Year      Grades 11, 12 | Lab Science      4 Credits**  
*Prerequisite: Successful completion of Algebra II CP.* Through alignment with the current Massachusetts Curriculum Frameworks, the goals of the course are for students to comprehend and apply physical concepts that are part of our everyday lives and to develop critical thinking and problem-solving skills. The course extensively explores the topics of motion, vectors, forces, energy, heat, sound, light, electricity, and atomic and nuclear physics. Many hands-on and virtual labs, including the use of data collection interfaces, reinforce physics concepts. Projects emphasize solutions to real-world problems.
- 4403      Natural History of Cape Cod CP      Year      Grades 11, 12      4 Credits**  
 Students in this course study the environmental conditions on Cape Cod, working toward an amateur naturalist's understanding of the biological, chemical, and physical processes that make Cape Cod unique. This course begins with the geological origins of Cape Cod. The development of land forms and ponds and process of succession are studied to explain the changes after the glaciers retreated. The swamp, pond, marsh, bog, beach, estuary, and near shore ecosystems are explored. The interdependence of plants and animals is emphasized. Astronomical phenomena, weather patterns, climate change, and pollution are discussed. The successful student will appreciate Cape Cod as a unique natural system worthy of preservation.
- 4401      Anatomy/Physiology CP      Year      Grades 11, 12 | Lab Science 4 Credits**  
*Prerequisite: Successful completion of Biology CP.* This course serves as preparation for health, medical, and sports related careers during which the anatomy and functions of the human body are studied. Interrelationships among the body systems and comparative anatomy across vertebrate groups are emphasized. This course includes the use of specimens, skeletons, models, and hands-on and virtual lab investigations.
- 4402      Marine Ecology CP      Year      Grades 11, 12 | Lab Science 4 Credits**  
*Prerequisite: Successful completion of Biology CP.* Marine Ecology is an in-depth study of the marine environment and its organisms. Physical, chemical and biological oceanography are studied. Physical oceanography examines plate tectonics, the sea floor, tides, waves, currents, weather, and sea level changes. Chemical oceanography focuses on the properties of seawater and how these determine the distribution and abundance of sea life. A survey of marine organisms from bacteria and algae to invertebrates, fish, and marine mammals demonstrates the diversity of marine life. Marine ecosystems are investigated, including hydrothermal vents, estuaries, and coral reefs. Human impacts on the marine environment are examined. Course work includes laboratories and individual and group projects.
- 4404      Forensic Science CP      Year      Grades 11, 12 | Lab Science 4 Credits**  
*Prerequisite: Successful completion of Biology CP.* Forensic Science is a lab-based, hands-on course in which students learn modern forensic methods and apply scientific methods to solving legal problems. The course focuses on collection and analysis of crime scene evidence such as blood, DNA, insects, bones and teeth, fibers, hair, prints, and chemicals. Students utilize lab techniques such as chromatography, electrophoresis, and fingerprinting and are required to clearly and concisely explain the results and significance of labs conducted. Finally, mock crime scenes are investigated and real case studies analyzed.



## Advanced Placement Science Courses

Advanced Placement (AP) courses emphasize the development of skills similar to those utilized in college classes. Learning activities in AP courses are more intensive and more frequent than those featured in CP or Honors classes. Assessments simulate the types of questions featured on AP examinations. To this end, the nature of assignments and the related tasks in AP courses make them the most complex and most challenging courses in the curriculum. Therefore, students who enroll in these courses should be prepared to complete regular homework assignments that may require more time and critical thought than those found in College Preparatory classes. Students are expected to meet and exceed the descriptors in the advanced category on the FHS Skills Rubrics. Students in these courses are expected to take the AP exam in May. Enrollment in at least one AP-level science course is a prerequisite for induction in the Science National Honor Society.

### **4114      Advanced Placement Biology      Year    Grades 11, 12 | Lab Science      4 Credits**

*Prerequisite: Outstanding achievement in Biology CP and Chemistry CP and teacher recommendation.* This course, equivalent to a first year college biology course, is for students who have done well in biology and chemistry and who wish to further their knowledge of biological concepts through a more intensive and in-depth study of biology. Students are challenged with new ideas and greater detail in areas of biochemistry, cellular biology, cell energetics, genetics, molecular biology, evolution, ecology, and physiology. Laboratory skills, including experimental design, are developed and reinforced through the required AP laboratories. The schedule provides added time to complete laboratory activities. Students also participate in a biotechnology unit involving DNA extraction, PCR, and gel electrophoresis. Summer homework and supplemental readings on evolution and bioethics are required in this course. Students are expected to take the Advanced Placement Biology Exam in May.

### **4214      Advanced Placement Chemistry      Year    Grades 11, 12 | Lab Science      4 Credits**

*Prerequisite: Outstanding achievement in Biology CP and Chemistry CP and teacher recommendation.* This course, equivalent to a first-year college chemistry course, is a fast paced, advanced study of topics such as atomic structure, chemical equilibrium, solubility, kinetics, acids and bases, descriptive chemistry, chemical bonding, thermodynamics, and electrochemistry. Laboratory skills are developed and reinforced through numerous labs. The schedule provides added time to complete laboratory activities. Summer homework is required in this course, and students are expected to take the Advanced Placement Chemistry exam in May.





**4122      AP Environmental Science   Year      Grades 11, 12 | Lab Science      4 Credits**

*Prerequisite: Outstanding achievement in Biology CP and Chemistry CP and teacher recommendation.* This course, equivalent to an introductory college laboratory course in environmental science, is interdisciplinary in nature embracing a wide variety of topics with a strong focus on lab and fieldwork. The goal of this course is to provide students with the scientific practices, concepts, and methodologies to thoroughly understand the interrelationships of the natural world, to identify and analyze environmental problems, and to examine solutions for solving and preventing some of today's most challenging environmental issues. The course addresses the following themes: Ecosystems, Biodiversity, Populations, Earth Systems and Resources, Land and Water Use, Energy Resources and Consumption, Water and Air Pollution, and Global Change. The schedule provides added time to complete laboratory and field activities including authentic environmental research. Summer homework and supplemental readings of environmental literature are required. Students are expected to take the Advanced Placement Environmental Science Exam in May.

**4314      Advanced Placement Physics 1   Year      Grades 11, 12 | Lab Science      4 Credits**

*Prerequisite: Must be enrolled in AP or Honors Calculus or AP Statistics and teacher recommendation.* This course, equivalent to a first-year college physics course, is based on discovery and problem-solving. Labs and discussion examine topics including kinematics, dynamics, work, energy, power, waves, and electrical circuits. Laboratory skills are developed and reinforced through numerous labs. Students use a variety of data collection devices such as motion detectors, force sensors, photogates, force plates, and electrical multimeters to collect and analyze data. The schedule provides added time to complete laboratory activities. Summer homework is required in this course. Students are expected to take the Advanced Placement Physics Exam in May.

## STEM Courses

Science | Technology | Engineering | Math

The Falmouth Public Schools district has developed a comprehensive STEM program for students in grades 7-12. At the Lawrence School, all students take a trimester-long Engineering course in grades 7 and 8. At the high school, all freshmen take a semester-long STEM9 course that complements their biology curriculum and reinforces their math skills. After 9<sup>th</sup> grade, students may elect to take STEMinar: Robotics and Astronomy, a semester-long course to further their STEM skills. In this way, all students have at least three years of exposure to STEM courses, and additional courses are available for those with a particularly strong interest. In addition, STEM opportunities for students are available through the district's partnerships with Woods Hole research institutions.

Falmouth High School has created two dedicated STEM Laboratories, which include a wet-lab with aquaponics systems, and a dry lab for engineering, computer, robotics, and 3D printing projects. The STEM Labs provide a location for students and teachers to work on applied, authentic learning that is project-oriented as well as interdisciplinary. Students utilize the engineering design process (EDP) as the foundation for learning within the STEM courses, developing critical thinking, problem solving, and communication skills as well as the ability to transfer knowledge from one discipline to another.

**4408 STEM9****Semester****Grade 9****2 Credits**

This course integrates the biology curriculum with an engineering and problem-solving focus, and is to be taken concurrently with Biology. STEM9 is project-based in nature and requires students to work in teams to solve real-world problems. The class emphasizes the Engineering Design Process (EDP) as a way to solve these problems. In this semester class, the EDP will be used to address issues of a biological and/or environmental nature. Projects students complete include, but are not limited to, harnessing the properties of algae, limiting eutrophication, harvesting biodiesel, creating food sources using hydroponics, investigating biomimicry, and reverse engineering the human body. Students are also introduced to 3D design and printing as a problem-solving tool.

**4409 STEMinar CP: Robotics and Astronomy****Semester****Grades 10, 11 & 12 2 Credits**

Students will build and program Lego Mindstorms EV3 and/or VEX robots to solve a variety of control, transport, and programming issues. Emphasis will be placed on understanding the programming process. Alternatively, students might build and test an underwater remotely operated vehicle (ROV) guided by a camera. The techniques and technologies used to study the deepest ocean to the vastness of space and astronomical phenomena, from submersibles and autonomous underwater vehicles to rovers, telescopes and radio observatories, and space flight will be explored.



## STEAM Fair

Each year, the **Falmouth Public Schools STEAM (Science, Technology, Engineering, Art, and Math) Fair** provides Falmouth's students, K-12, with the opportunity to conduct an independent scientific research or engineering project and communicate their results to judges and the public. Several hundred students participate annually.

Participants at the high school level have a strong history of advancing to the regional, state, and International Science and Engineering Fairs (ISEF). FHS can proudly claim nine ISEF winners in the past nineteen years. In addition, since 2006, twelve of our students have presented their research at the annual convention of the American Junior Academy of Sciences—a national honor society that recognizes high school students from across the country for their scientific research.

Students can earn academic credit for their STEAM Fair research. Participation in at least one science fair in grades 9-12 is a requirement for induction in the Science National Honor Society.

### **4796-4799 Science and Engineering Research Semester or Year Grades 9-12 Credits: TBD**

This course is an independent study for students who want to expand their understanding of scientific research or the engineering process. Students experience the process from defining a testable question or engineering challenge to collecting, analyzing, and communicating results. Students may work independently, in small groups, or under the mentorship of a science teacher, scientist or engineer from the local research community. Students conducting projects with the goal of entering the Falmouth Public Schools' STEAM Fair are encouraged to register for academic credits. The number of credits earned is based upon the number of hours completed during the project. Students must keep a detailed log of their hours and submit it for administrative review before credits are entered on the FHS transcript. A maximum of four credits can be earned in this area per academic year; however, students can enroll in this course each year of their enrollment at FHS.



# SOCIAL STUDIES

**Department Head:**

Mr. Michael Feeney  
Extension 3056  
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**Instructional Staff:** M. Gennaro, T. Kelliher, J. Long, T. Medeiros, D. Morey, F. Murray, D. Velesig

## General Information

All students in order to graduate from Falmouth High School must take the following year long core history courses: United States History I, United States History II and Modern World History.

\* Please note AP Human Geography counts as a world history course.

## Social Studies Departmental Goals

- To offer a curriculum that will inform students about important events, people and discoveries that gave, and continue to give, shape to the world we live in.
- To help students process what it means to be a participating member of our democratic government on the national, state and local levels.
- To teach students to think like an historian using inquiry methods to analyze information, and synthesize ideas.
- To prepare all students for global citizenship so they are aware of the complexity and interdependency of world issues and events.

## Civics Project Requirement:

In 2018, Massachusetts adopted “An Act to Promote and Enhance Civic Engagement,” which states: “Each public school serving students in the eighth grade and each public high school shall provide not less than 1 student-led, non-partisan civics project for each student; provided, however, that each such project shall be consistent with the history and social science curriculum frameworks adopted by the board pursuant to [section 1E of chapter 69](#) and with structured learning time requirements as required under regulations promulgated by the board of elementary and secondary education. Civics projects may be individual, small group or class wide, and designed to promote a student’s ability to: (i) analyze complex issues; (ii) consider differing points of view; (iii) reason, make logical arguments and support claims using valid evidence; (iv) engage in civil discourse with those who hold opposing positions; and (v) demonstrate an understanding of the connections between federal, state and local policies, including issues that may impact the student’s school or community. Any student choosing not to participate in a particular group or class-wide project shall be offered the opportunity to develop an individual civics project, with approval by the principal.” **In accordance with this act, Falmouth High School will continue piloting civics projects which are currently placed in the United States History II course at the sophomore year; however, this is subject to change.**

**Core History Courses: These courses are FHS graduation requirements** \*Please note that Modern World History and AP Human Geography will be offered as choice to fulfill the world history requirement starting in the 2022-2023 school year and beyond.

### Core Courses

<b>5212</b>	<b>Fr US History I CP</b>	<b>Year</b>	<b>Grade 9</b>	<b>4 Credits</b>
This course will explore the time frame of 1763-1914: The American Revolution through U.S. Involvement in World War I. Students begin their study of United States history with a review of the origins and main events of the American Revolution, constitutional principles, and the events of the early republic. Students will examine the causes and consequences of the Civil War, industrialization, immigration, progressivism, and the role of the United States in World War I.				

**Grade 9 Social Studies classes are designed to provide optimal learning opportunities for mixed ability groups of students. Freshmen are evaluated according to the skills descriptors. Referral for Honors US History will be made based on a combination of student interest, state and district assessment data, current course achievement, and teacher recommendation at the end of the first semester. Students earning Honors Social Studies credit will be graded according to Honors rubrics. Honors-level freshmen will remain in the same class with the same teacher for the remainder of this school year. Teachers will communicate with Honors students regarding these increased expectations on assigned homework, classwork, and assessments. Both parents/guardians and students should be aware that moving from CP to Honors is a transition academically where some students may struggle with the adjustment in expectations for homework, classwork, and assessments. If a student is struggling with the Honors expectations, it is imperative for the student to communicate with the teacher.**

<b>5391</b>	<b>Sophomore U.S. History II CP</b>	<b>Year</b>	<b>Grade 10</b>	<b>4 credits</b>
<b>5394</b>	<b>Sophomore U. S. History II Honors</b>	<b>Year</b>	<b>Grade 10</b>	<b>4 Credits</b>
This course will explore the Progressive Era through the 9-11 Terror Attacks on the United States. Students continue their study of United States history of the 20 <sup>th</sup> and 21 <sup>st</sup> centuries. They learn about the economic history of the Great Depression, the New Deal, World War II, the Cold War, and the Civil Rights Movement, concluding with an examination of domestic and global policies and politics in the 21 <sup>st</sup> Century.				

<b>5111</b>	<b>Modern World History</b>	<b>CP</b>	<b>Year</b>	<b>Grade 11</b>	<b>4 credits</b>
<b>5121</b>	<b>Modern Works History</b>	<b>Honors</b>	<b>Year</b>	<b>Grade 11</b>	<b>4 Credits</b>
This course will explore topics from the French Revolution through the Cold War Era through the lense of different world perspectives. Topics of this course include: French Revolution, Industrial Revolution, Unification, Global Imperialism, WWI, WWII, Genocide and Cold War. Students taking this course for honors credit will be made aware of increased expectations on assigned homework, classwork and assessments. <b>*Please note that juniors may also register for AP Human Geography to meet the MassCore world history standard.</b>					

## Advanced Placement Courses in Social Studies

Advanced Placement (AP) courses emphasize the development of skills similar to those emphasized in Honors classes. However, learning activities in AP courses are more intensive and more frequent than those featured in Honors classes. Also, these assignments are often meant to simulate the types of assessments featured on AP examinations. To this end, the nature of the reading selections and the related tasks in AP courses make them the most complex and most challenging assignments in the curriculum. Students who enroll in these courses, therefore, should be prepared to spend more than twelve (12) hours per week working on out-of-class assignments. Students are expected to meet and exceed the descriptors in the advanced category on the habits of mind rubric, as Advanced Placement courses are college-level classes. Students enrolled in Advanced Placement courses are expected to take the AP exam in May.

<b>5509</b>	<b>AP US Government</b>	<b>Year</b>	<b>Grade 11-12</b>	<b>4 Credits</b>
<p>AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Topics for this course include: Foundations of American Democracy, Interaction Among Branches of Government, Civil Liberties and Civil Rights, American Political Ideologies and Beliefs and Political Participation.</p>				

<b>5505</b>	<b>Advanced Placement Psychology</b>	<b>Year</b>	<b>Grades 11, 12</b>	<b>4 Credits</b>
<p><i>Prerequisite: Teacher recommendation including highly proficient to advanced performance on Habits of Mind; previous and current academic achievement is also considered.</i> This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, student explore and apply psychological theories and key concepts associated with the following topics: sensation and perception, developmental psychology, treatment of abnormal behavior, states of consciousness, learning theory, biological basis of behavior, personality theory, and social psychology. Students will employ psychological research methods as they analyze bias and evaluate claims and evidence.</p>				

<b>5508</b>	<b>AP Human Geography</b>	<b>Year</b>	<b>Grade 11-12</b>	<b>4 Credits</b>
<p>This course presents students with the curricula equivalent of an introductory college-level course in human geography or cultural geography. The AP Human Geography content is presented thematically and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. The goal for the course is for students to become more geo-literate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.</p>				



## Social Studies Electives for Sophomores, Juniors and Seniors

**5912 Introduction to Psychology CP                      Semester                      Grades 11, 12                      2 credits**

**5913 Introduction to Psychology Honors                      Semester                      Grades 11, 12                      2 credits**

In this course, students explore the systematic study of human behavior and mental processes. Topics will include: research methods; personality and development theories; biological foundations of behavior; states of consciousness; learning and memory theories; intelligence; abnormal psychology; and social psychology. This class will be a mixture of written work, research projects, class discussions, oral presentations, group work, simulations, and traditional tests.

**5221 Global Issues CP                      Semester                      Grades 11, 12                      2 credits**

**5222 Global Issues Honors                      Semester                      Grades 11, 12                      2 credits**

This skill-driven, World History elective delves into the current issues that impact our world today. Aiming to develop the habits necessary to thrive in post-high school life, students will look at topics that include (but are not limited to): dictatorships and authoritarian regimes, women's rights, US and international politics, technology's impact on society, the world economy, trends in sports, scientific discoveries and debates, space exploration, and the global balance of power. Core skills that students will develop by taking the course include: research, argumentation (debate), persuasion, analytical thinking, identifying bias, weighing credibility and presentation.

**5224 Sports: Society and Law CP                      Semester                      Grade 10, 11                      2 credits**

**5225 Sports: Society and Law Honors                      Semester                      Grade 10, 11                      2 credits**

This is a multidisciplinary course (history, economics, political science, law, and sociology) available to all 10<sup>th</sup> and 11<sup>th</sup> grade students that examines the economic, technological, legal, and societal impacts of Sports and Gaming on the world. By examining reports, case studies, statistics, and other (non-traditional) media sources, students will look at the sociological, economic, legal, and technological aspects affecting the sports and gaming industries. Particular focus will be given to the legal and economic circumstances of Sports and Gaming leagues, franchise ownership, labor markets, governance, apparel sales, technology usage, media coverage, and other issues.

**5227 Social Justice CP                      Semester                      Grade 11, 12                      2 credits**

**5228 Social Justice Honors                      Semester                      Grade 11, 12                      2 credits**

This class seeks to develop students' literacy, research skills, and citizenship through the lens of civics and social justice. Students will investigate a multitude of past and present real-world problems from multiple perspectives where the students will learn how to leverage different technologies as a means to help solve problems. This course is designed to introduce students to social justice issues and assist them in discovering their ability to create positive change in their own world. Students will critically analyze various social movements related to race, ethnicity, gender, sexual orientation, and class. Social justice will provide a foundation for students to explore social justice concepts, issues, and remedies, thereby developing the necessary analytical tools and information to see inequality and injustice and address historical and contemporary issues relevant to students' present experiences. This course focuses on the foundations of social justice history and historical figures who embody different components of social justice. In addition, students will also be introduced to different historical and current social justice leaders,

understanding that they too can be social change leaders. Students will also discuss current issues they are aware of or have questions on in order to become aware of their surroundings and knowledgeable about issues within society.



# SPECIAL EDUCATION

## Staff

### **Special Education Building Administrator (SEBA):**

Ms. Audra Reilly  
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### **Special Education Secretary:**

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**Instructional Staff:** A. Andrade, D. Ashe, K. Donohoe, M. Eaton, K. Estep, L. Kirsten, C. Markham, E. McLain, S. Morrison, S. O'Brien, J. Palmer, M. Slavinsky,

## General Information

According to federal and state laws, Falmouth High School offers a continuum of services for students with special needs. In regular education classes, students are provided with accommodations based on their Individualized Education Plans (IEPs) to ensure opportunities for learning in the least restrictive environment. Inclusion supports, utilizing both co-teaching and collaborative consult models, are also provided to students who require extra support accessing curriculum, as dictated in their IEPs.

Special Education content area courses are offered to those students who require specialized instruction in order to master the skills to access the mainstream course selection. These courses must first be noted on a student's current, signed, IEP before enrollment can take place.

Special Education content area courses are aligned with regular education curricula as well as the six FHS Skills Rubrics. Grade nine and ten English, math, science and history courses focus on skills and test taking strategies needed to demonstrate proficiency on the MCAS assessment series. All courses are restricted by law to a teacher-to-student ratio of 12:1 with a teacher assistant. Select courses will be combined based on current student population.

# WORLD LANGUAGES

## Staff

**Department Head:** Dr. Patricia DiPillo

Extension 3047

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**Instructional Staff:** T. Andrade, M. Drane, K. Grace, R. Sandefer, S. Schmidt, K. Stanton, K. Steele

## General Information

### **FHS World Language Vision Statement**

All Massachusetts students will acquire linguistic and cultural proficiency in at least one language in addition to English. Proficiency in one or more world languages will empower all students to use languages other than English to tell their own stories, understand the stories of others, and engage with their communities.

### **Vision of the World-Ready Student**

World-ready students fully participate in their local, national, and global communities by proficiently using multiple languages and demonstrating competency in multiple cultures. Having acquired linguistic and cultural proficiency, they are highly cognizant of the world that exists around them. They are empathetic listeners, understanding how challenging it can be to communicate in new languages. They demonstrate insight into the nature of culture, language, and communication, having compared their own experiences to the target language and culture. They examine other disciplines from diverse perspectives, having used multiple languages and cultural competencies to research and discuss other content areas. They have a solid understanding of their own identities and their role in the world, having explored their identities within a new language and culture. Having used their language and cultural skills to invest in their local communities, they are equipped to be engaged citizens.

To that end, all students of all ages and at all levels of proficiency will use the target language to:

- communicate with users of the target language, especially those in their schools and communities;
- explore and celebrate the products, practices, and perspectives of other cultures;
- compare their own languages and cultures with those of the target communities;
- expand their academic knowledge of other disciplines;
- serve and lead in their academic, local, and global communities;
- become lifelong beneficiaries of the opportunities that proficiency in multiple languages can offer them;
- become agents of change that promote equity, global awareness, and multicultural understanding.

### **MASSACHUSETTS STATE SEAL OF BILITERACY**



The State Seal of Biliteracy is an award given to students who have attained a high level of proficiency in English (ELA MCAS) and a World Language (French, Latin, or Spanish). In Falmouth, qualifying seniors will receive an official state seal on their diploma and/or transcript.

The chart below summarizes the awards and criteria. This program is designed to both motivate and recognize students who have pursued and attained bilingualism during their academic career in Falmouth. Senior students attending Falmouth High School are eligible to apply for this award. Students will need to demonstrate proficiency in English and in a partner language on district-selected standardized tests, as well as submit an essay related to their proficiency in a World Language. Students are encouraged to speak with the World Language Department Head for more information and to obtain an application form.

Diploma: State Seal of Bilingualism With Distinction	-Score of 500+ on the Grade 10 ELA MCAS -Minimum Score of Advanced-Low on the 4 communication modes of an approved proficiency test
Diploma: State Seal of Bilingualism	-Score of 472-500 on the Grade 10 ELA MCAS -Minimum Score of Intermediate-High on the 4 communication modes of an approved proficiency test

## Courses

### **6101 French I CP**                      **Year**                      **Grades 9, 10, 11, 12**                      **4 Credits**

The heterogeneously grouped French I class focuses on communication skills as students learn to integrate authentic, unrehearsed target language use with the cultures of diverse peoples. Students will also develop critical thinking and problem-solving skills through the use of interpretive, presentational, and interpersonal skills. Students are expected to reach the Novice High level of proficiency through differentiated instruction and assessment. Grades will be based on a combined continuum of proficiency, with further emphasis on daily proficiency.

### **6102 French II CP**                      **Year**                      **Grades 9, 10, 11, 12**                      **4 Credits**

The heterogeneously grouped French II class continues to focus on communication skills as students learn to integrate authentic, unrehearsed target language use with the cultures of diverse peoples. Students will continue to develop critical thinking and problem-solving skills through the use of interpretive, presentational and interpersonal skills. Students are expected to reach the Intermediate Low level of proficiency through differentiated instruction and assessment. Grades will be based on proficiency with further emphasis on daily proficiency.

### **6103 French III CP**                      **Year**                      **Grades 10, 11, 12**                      **4 Credits**

### **6113 French III Honors**                      **Year**                      **Grades 10, 11, 12**                      **4 Credits**

*Prerequisite: For honors, successful completion of French II CP and teacher recommendation.*

This heterogeneously grouped, advanced course continues a proficiency-based curriculum geared to the Intermediate Mid-level as a benchmark. Students will expand their capacity to communicate in paragraph form by expanding their target language use with transition words and idiomatic expressions. Thematic units that include IPAs will address the literature, history, and culture of the Francophone world as well as the six categories of AP themes. Students are required to communicate in the target language in order to increase their proficiency.

### **6104 French IV Honors**                      **Year**                      **Grades 11, 12**                      **4 Credits**

*Prerequisite: Successful completion of French III CP2 and teacher recommendation.* French IV focuses on improving each student's ability to communicate orally in French along with a

comprehensive review of tenses, idioms, and grammar in order to promote competency in written expression. Students read and interpret selected literary passages and write well-structured French paragraphs. This class is conducted in the target language and students participate in a variety of tasks designed to promote proficiency at the Intermediate Mid-Intermediate High level.

**6105 French V Honors                      Year                      Grade 12                      4 Credits**

*Prerequisite: Successful completion of French IV Honors and teacher recommendation.* This course involves reading selections from French literature with careful analysis and review of structural patterns and verb forms. The class is conducted in French with a special emphasis on reading, writing, listening, and speaking designed to promote proficiency at the Intermediate Mid-Intermediate High level.

**6301 Latin I CP                      Year                      Grades 9, 10, 11, 12                      4 Credits**

This course introduces the Latin language through the interpretive, interpersonal and presentational modes. Students learn the basics of Latin grammar and vocabulary through drills and exercises and are expected to reach the Novice High level of proficiency. They also gain an awareness of the ancient world where Latin was spoken.

**6302 Latin II CP                      Year                      Grades 10, 11, 12                      4 Credits**

This course is a continuation of Latin I and emphasizes further development of the interpretive, interpersonal and presentational modes. Students complete the study of Latin grammar and make the transition in the second semester to the reading of authentic Latin literature. Students participate in a variety of tasks designed to promote proficiency at the Intermediate Low level.

**6303 Latin III CP                      Year                      Grades 11, 12                      4 Credits**

Latin III and Latin IV are offered as a combined course where the content is assessed depending upon the student's level of understanding. Students translate and analyze selected works by Cicero, Pliny, Petronius, and Virgil. Students are introduced to the meter and scansion of epic poetry and various medieval authors. Students participate in a variety of tasks designed to promote proficiency at the Intermediate Mid level.

**6304 Latin IV Honors                      Year                      Grade 12                      4 Credits**

**6306 AP Latin IV                      Year                      Grade 12                      4 Credits**

This course is designed for all Latin IV students. While the choice to take Latin IV as an AP course or at the Honors level is entirely up to the student, the Latin IV course will be taught primarily using the AP Curriculum. AP Latin is an intensive study of literature and the language. As described in the official AP Course Frameworks, "*Students who successfully complete the course are able to read, understand, translate, and analyze Latin poetry and prose.*" Analysis of complex Roman literature and the synthesis of that analysis into a coherent, sophisticated, and college-level composition is also the focus of this course. Students are also invited and encouraged to test for the Seal of Biliteracy.

**LITERATURE:** Vergil's Aeneid; Caesar's De Bello Gallico

**WRITING:** Minimum of 1 essay under the AP exam format per quarter; 1 IPA per quarter.

**6201 Spanish I CP                      Year                      Grades 9, 10, 11, 12                      4 Credits**

The heterogeneously grouped Spanish class focuses on communication skills as students learn to integrate authentic, unrehearsed target language use with the cultures of diverse peoples. Students will also develop critical thinking and problem solving skills through the use of interpretive, presentational, and interpersonal skills. Students are expected to reach the Novice High level of proficiency through differentiated instruction and assessment. Grades will be based on a combined continuum of proficiency, with further emphasis on daily proficiency.

<b>6202 Spanish II CP</b>	<b>Year</b>	<b>Grades 9, 10, 11, 12</b>	<b>4 Credits</b>
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The heterogeneously grouped Spanish II class continues to focus on communication skills as students learn to integrate authentic, unrehearsed target language use with the cultures of diverse peoples. Students will continue to develop critical thinking and problem solving skills through the use of interpretive, presentational and interpersonal skills. Students are expected to reach the Intermediate Low level of proficiency through differentiated instruction and assessment. Grades will be based on proficiency with further emphasis on daily proficiency.

<b>6203 Spanish III CP</b>	<b>Year</b>	<b>Grades 10, 11, 12</b>	<b>4 Credits</b>
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<b>6207 Spanish III Honors</b>	<b>Year</b>	<b>Grades 10, 11, 12</b>	<b>4 Credits</b>
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*Prerequisite: For Honors, successful completion of Spanish 2 CP2 and teacher recommendation.*

This heterogeneously grouped course continues a proficiency- based curriculum geared to the Intermediate Mid level as a benchmark. Students will expand their capacity to communicate with more expansive details across different time frames by expanding their target language use with transition words, questioning techniques and idiomatic expressions. Students are required to communicate in the target language in order to increase their oral proficiency using the same criteria.

<b>6204 Spanish IV Honors</b>	<b>Year</b>	<b>Grades 11, 12</b>	<b>4 Credits</b>
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**Prerequisite:** *Successful completion Spanish III CP2 and teacher recommendation.* Spanish IV Honors continues with a proficiency-based curriculum geared to bring students up to the Intermediate High level as a benchmark. Students continue to expand and improve their communication skills, incorporating more advanced vocabulary while navigating across all time frames, bringing them to an even higher competency in oral and written expression. Students read, listen, and interpret authentic resources including literary passages, news reports, videos, and other media, and they write well-structured, cohesive paragraphs. This class is conducted in the target language designed to promote proficiency and students are required to communicate in the target language in order to increase their oral proficiency using the same criteria.

<b>6205 Spanish V Honors</b>	<b>Year</b>	<b>Grade 12</b>	<b>4 Credits</b>
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*Prerequisite: Successful completion of Spanish IV Honors and teacher recommendation.*

Spanish V Honors is conducted entirely in the target language, and students are expected to speak only Spanish upon entering the classroom at every level of communication. Students interpret and analyze authentic resources including literary passages, contemporary texts, videos, and other media as the basis for oral, written, and aural exercises. The course is designed to promote continued growth in proficiency to bring students to an Advanced Low proficiency benchmark. Students are also invited and encouraged to test for the Seal of Biliteracy.

## Advanced Placement Courses in World Languages

Advanced Placement (AP) courses emphasize the development of skills similar to those emphasized in Honors classes. However, learning activities in AP courses are more intensive and more frequent than those featured in Honors classes. Also, these assignments are often meant to simulate the types of assessments featured on AP examinations. To this end, the nature of the reading selections and the related tasks in AP courses make them the most complex and most challenging assignments in the curriculum. Students who enroll in these courses, therefore, should be prepared to complete regular homework assignments that require more time and critical thought than those in College Preparatory or Honors level courses. Students are expected to meet and exceed the descriptors in the advanced category on the FHS Skills Rubrics, as Advanced Placement courses are college-level classes. Students in these courses are expected to take the AP exam in May.

### **6115 French V AP**

**Year**

**Grade 12**

**4 Credits**

Students complete the French V Honors curriculum and meet the following requirements in order to receive Advanced Placement (AP) credit: attendance at weekly two hour meetings scheduled after school or evenings to include practice exercises in listening, speaking, reading, and writing which are the four components of the AP test along with completion of summer reading and a work packet given to students in June. Students in this course are expected to take the AP exam. Students are also invited and encouraged to test for the Seal of Biliteracy.

### **6306 AP Latin IV**

**Year**

**Grade 12**

**4 Credits**

This course is designed for all Latin IV students. While the choice to take Latin IV as an AP course or at the Honors level is entirely up to the student, the Latin IV course will be taught primarily using the AP Curriculum. AP Latin is an intensive study of literature and the language. As described in the official AP Course Frameworks, “*Students who successfully complete the course are able to read, understand, translate, and analyze Latin poetry and prose.*” Analysis of complex Roman literature and the synthesis of that analysis into a coherent, sophisticated, and college-level composition is also the focus of this course. Students are also invited and encouraged to test for the Seal of Biliteracy.

**LITERATURE:** Vergil’s Aenied; Caesar’s De Bello Gallico

**WRITING:** Minimum of 1 essay under the AP exam format per quarter; 1 IPA per quarter.

### **6215 Spanish V AP**

**Year**

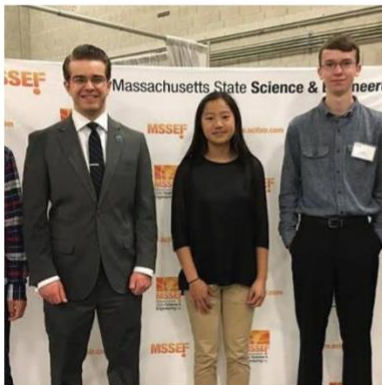
**Grade 12**

**4 Credits**

This course is conducted entirely in the Spanish language. Students complete a summer journal assignment before classes begin in the fall and are expected to speak only Spanish upon entering the classroom at every level of communication. This level is equivalent to successfully completing a 5th or 6th semester college course, and students should expect at least an hour of Spanish homework every night. The course focuses on authentic contemporary text as the basis for oral, written, and aural exercises patterned after the AP Spanish Language exam. Every student is expected to take the AP exam in May. Students are also invited and encouraged to test for the Seal of Biliteracy.







#IAMACLIPPER