

# TABLE OF CONTENTS

Beverly High School .....	2
The Community .....	2
What Makes Beverly High School Special? .....	2
High School Completion Requirements .....	3
Mission Statement of Beverly High School .....	4
Advanced Academic Endorsements .....	5
Course and Credit Requirements .....	7
General Information .....	8
Preparing for the Future .....	11
Tech Prep Program .....	13
Courses of Study .....	15
Course Descriptions .....	17
<i>Business and Computer Technology</i> .....	17
<i>English</i> .....	20
<i>Fine Arts</i> .....	23
<i>Foreign Languages</i> .....	27
<i>History - Social Science</i> .....	33
<i>Mathematics</i> .....	35
<i>Marine Corps Junior Reserve Officer Training Corps</i> .....	48
<i>Science, Engineering and Applied Technology</i> .....	39
<i>Wellness</i> .....	44
<i>Unique Courses</i> .....	47
Accreditation Statement .....	49
Temporary Records Statement .....	49
Chapter 622 Law Statement .....	49

## BEVERLY HIGH SCHOOL

Enrolling approximately 1300 students, Beverly High School offers a variety of programs for its diverse student body, almost ninety percent of whom go on to two or four year colleges. Those programs include 13 Advanced Placement courses, five foreign languages, six science laboratories, fine arts courses, and a career pathways program.

Complementing the classroom curriculum are many co-curricular and extra-curricular activities. Beverly is proud of its strong high school academic program and its widely celebrated fine arts program, its athletic teams, and its award-winning student publications. Beverly High School values the various student organizations that foster leadership, service, and social awareness among its student body.

### THE COMMUNITY

John Updike, one of Beverly's best-known residents, says, "Beverly is a town with something for everyone. *If you can't be happy in Beverly, you're not trying.*" Beverly is a residential and industrial community covering fifteen square miles with a wealth of natural beauty and resources, including nine miles of coastline. Parks and woodlands complement the rural landscape of the city, which is close to Boston and its many cultural and educational resources. Once dominated by the shoe industry, Beverly has developed a more diversified economy including high tech companies located in industrial areas along the Route 128 corridor. The shoe facility has become the site for more than a hundred thriving small businesses, which rent space in that building.

Beverly boasts a four-year private co-educational college, and an emerging art college in the heart of downtown Beverly. A year-round theater provides a source of culture renowned throughout New England. The city is also home to a large, progressive hospital.

Over 38,000 residents make Beverly their home. Many newcomers have moved to the community because of its physical beauty and its commitment to the development of its children. There are a wide variety of recreational, social and cultural opportunities for young people.

### WHAT MAKES BEVERLY HIGH SCHOOL SPECIAL?

- **Block scheduling**
- **School-to-career programs**
- **Wide array of courses including five world languages and 13 Advanced Placement courses**
- **Dual enrollment program with public colleges**
- **Recognized interdisciplinary math/science courses**
- **Virtual High School program**
- **World language exchange programs**
- **Award-winning music programs**
- **Nationally recognized art students**
- **Award-winning student publications**
- **Many co-curricular activities and a highly successful athletic program**

All educational and non-academic programs, activities, and employment opportunities at Beverly High School are offered without regard to race, color, sex, religion, ancestry, natural origin, sexual orientation, disability, and any other class or characteristic protected by law.

## HIGH SCHOOL COMPLETION

In order to participate in the commencement exercises for Beverly High School, students must satisfy all requirements designated for either a Diploma or a Certificate of Achievement. Recipients of Diplomas and Certificates will also be eligible to receive Advanced Academic Endorsements in recognition of significant academic performance in various fields of study.

### Diploma

To receive a Diploma, a student must:

1. Complete his/her fourth year of high school.
2. Attend Beverly High School for at least one semester. \*
3. Meet the course and credit requirements approved by the School Committee and presented in the Program of Studies, or meet the graduation requirements of his/her Individual Education Plan (IEP) with the approval of the Superintendent of Schools.
4. Meet the requirements for a high school diploma as specified under state law.

### Certificate of Achievement

To receive a Certificate of Achievement, a student must:

1. Complete his/her fourth year of high school.
2. Attend Beverly High School for at least one semester. \*
3. Meet the course and credit requirements approved by the School Committee and presented in the Program of Studies, or meet the graduation requirements of his/her Individual Education Plan (IEP).

### Advanced Academic Endorsements

Beginning with the Class of 2006, Advanced Academic Endorsements will be awarded at commencement exercises to those students who receive a Diploma or Certificate of Achievement and who have achieved significant academic performance in various fields of study as designated in the Program of Studies. These endorsements are intended to recognize and communicate significant student success concentrated in beginning and advanced coursework and/or related areas of performance in a particular discipline. Students are eligible to receive more than one endorsement. **Interested students should see their guidance counselor for an application.**

(\*Special Education students in an out-of-district placement will be considered to have met this requirement.)

# THE MISSION STATEMENT OF BEVERLY HIGH SCHOOL

The mission of Beverly High School is to provide a safe, respectful environment where all students are challenged to reach their academic and social potential and become active, responsible citizens.

## Academic Expectations

Beverly High School students will:

- Communicate clearly through a variety of media
- Read, understand, and interpret materials
- Apply a variety of problem-solving skills
- Obtain, evaluate, analyze, and apply data
- Pursue and participate in modes of artistic and creative expression

## Social/Civic Expectations

Beverly High School students will:

- Practice responsible citizenship
- Respect self and others
- Accept responsibility
- Work cooperatively

## Advanced Academic Endorsements

<b>Endorsement</b>	<b>Content Area Study *</b>	<b>Grade / GPA Requirement</b>	<b>Extensions</b>
English Language Arts	25 credits of English including two electives from the following list: Creative Writing Journalism Media Production Public Speaking SAT Prep Sports Literature Women's Literature	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Minimum of two years participation in one of the following: Ledger, Aegis, Yearbook, Theatre, or Media. Successful completion of one of the following: 1. Senior project (exhibition) presented to the English faculty. 2. An approved School-to-Career internship in an English-related field. 3. Independent Study in English.
Mathematics	20.0 credits Mathematics	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Minimum of two years participation in BHS Math Team. Successful completion of one of the following: 1. Senior project (exhibition) presented to the Mathematics faculty. 2. An approved School-to-Career internship in a Math-related field. 3. An "A" average in advanced computer programming.
Science	20.0 credits in Science	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Minimum of two years participation in Science League activities. Successful completion of one of the following: 1. Senior project (exhibition) presented to the Science faculty. 2. An approved School-to-Career internship in a Science-related field. 3. Submit project in Regional Science Fair.
Social Studies	22.5 credits of Social Studies including two elective courses	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Successful completion of two of the following: 1. Senior project (exhibition) presented to the Social Studies faculty. 2. An approved School-to-Career internship in a Social Studies-related field. 3. Demonstrate civic involvement in school and community.
Foreign Language	20 credits in the same foreign language	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Successful completion of two of the following: 1. Senior project (exhibition) presented to the Foreign Language faculty. 2. An approved School-to-Career internship in a Foreign Language-related field. 3. Participate in a school-sponsored foreign trip or in an approved program of equal value.
Wellness	10 credits in Wellness	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Successful completion of two of the following: 1. Senior project (exhibition) presented to the Wellness faculty. 2. An approved School-to-Career internship in a Wellness-related field. 3. Letter of recommendation from a member of the Wellness faculty. 4. Make a presentation at a community-wide health fair.

<b>Endorsement</b>	<b>Content Area Study *</b>	<b>Grade / GPA Requirement</b>	<b>Extensions</b>
Music	Successful completion of three years in one choral or instrumental performance class and Introduction to Music Theory	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Successful completion of one of the following: <ol style="list-style-type: none"> <li>1. Preparing and auditioning for a junior or senior district festival (MMEA) for two years.</li> <li>2. Two years of on-stage or pit band performance in the musical.</li> <li><del>3.</del> Two years of study with a private instructor.</li> <li>4. A.P. Music Theory</li> </ol>
Visual Arts	Minimum of 10 credits in CP/ Advanced Level art courses	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Successful completion of one of the following: <ol style="list-style-type: none"> <li>1. Minimum of two years participation in any of the following adjudicated art shows: Boston Globe Scholastic Art Competition; Congressional District Art Competition; Worcester Art Museum – Art All State (junior year only); other adjudicated art shows deemed appropriate by art faculty.</li> <li>2. A.P. Studio Art</li> </ol>
Business Education	10 credits from the business elective field, including at least 5 credits from Marketing or Accounting	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Successful completion of two of the following: <ol style="list-style-type: none"> <li>1. District participation in DECA.</li> <li>2. An approved School-to-Career internship in a Business-related field.</li> </ol>
Technology	10 credits from the Technology field	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Successful completion of two of the following: <ol style="list-style-type: none"> <li>1. Serve on the Computer Help Desk for one semester.</li> <li>2. Assist with website design and maintenance for one semester.</li> <li>3. Perform technical support for BevCam for one semester.</li> <li>4. Enter and be judged in one technology design / invention competition.</li> </ol>
Culinary Arts	Successful completion of Introduction to Culinary Arts, and additional elective in the content area	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Successful completion of two of the following: <ol style="list-style-type: none"> <li>1. Senior project (exhibition) presented to the Culinary Arts faculty.</li> <li>2. NSCC Culinary Competition/Tech Prep.</li> <li>3. An approved School-to-Career internship in a Culinary Arts-related field.</li> </ol>
JROTC	17.5 credits in JROTC Leadership, including one semester of JROTC Leadership IV	Attain an unweighted GPA of 3.3 (B+) or above in the content area	Successful completion of two of the following: <ol style="list-style-type: none"> <li>1. Serve in a company level billet for at least two semesters.</li> <li>2. Member of the JROTC drill team for at least two semesters.</li> <li>3. Serve as a Public Affairs, Administration, or Supply Officer for two semesters.</li> </ol>

## COURSE AND CREDIT REQUIREMENTS

<u>Subject</u>	<u>Credits</u>	<u>Notes</u>
English	20.00	
Mathematics	17.50	
Science, Engineering & Applied Technology	17.50	
Computer Proficiency	2.50	Students may also satisfy this requirement by passing the BHS Computer Proficiency Test
History/Social Science	17.50	Includes World History 9, World & United States History 10, and United States History
Fine Arts	5.00	
Wellness	7.50	Includes Intro. to Wellness & Fitness, Cooperative Adventures and Life Issues. Cooperative Adventures may be waived upon completion of 2 seasons on BHS interscholastic athletic teams, completion of 2 semesters of JROTC, or through an independent study
Electives	42.50	
<b>TOTAL</b>	<b>130.00</b>	

### ~AP Alert~

Due to the small numbers of students who elect certain Advanced Placement (AP) courses, we will begin to offer these selected AP courses every other year. **AP Biology WILL NOT be offered** during the coming school year, **2008-2009, but will be offered** the following year, **2009-2010**. **Please note that AP Biology is available through the Virtual High School Program and any interested students should see his/her guidance counselor for more details.**

**AP French, German and Spanish WILL NOT be offered** during the coming school year, **2008-2009 but will be offered** during the **2009-2010** school year. Current freshmen (class of 2011) who are interested in taking an AP foreign language class in the future must plan to take both Honors 3 and Honors 4 of the appropriate language during the 2009-2010 school year. The students would then be able to elect AP foreign language during their junior year, as it will not be available during their senior year (2010-2011). **Please note that AP French, German and Spanish are all available through the Virtual High School Program and any interested students should see his/her guidance counselor for more details.**

### I. GENERAL INFORMATION

TYPE OF SCHOOL

Beverly High School is a four-year comprehensive senior high school. Through its subject matter offerings and its activity programs, it seeks to meet as many of the educational needs of its students as possible. The school is concerned with its responsibility for all youth of the city whatever their backgrounds, abilities, interests or ambitions.

### *PLANNING A HIGH SCHOOL PROGRAM*

Tentative curricular plans are developed by students in the middle school with the help of their parents and counselors. However, a re-examination of these plans must be made yearly in light of changing needs and their more mature insights into their ambitions.

Following interviews with their counselors, each student makes out a program of studies that lists the subjects he/she will be tentatively studying during the following year. Parents will review the selection. Parents should consult with guidance counselors when necessary.

### *GUIDANCE SERVICES*

There are five **full time guidance counselors** and **one** half time guidance counselor, two adjustment counselors **and one half time adjustment counselor**, a school-to-career counselor, and a student resources/registration secretary. The counselors provide academic planning and college, career, personal, and crisis counseling.

The guidance staff also provides interpretation of tests such as the Scholastic Aptitude Test, Preliminary Scholastic Aptitude Test, the American College Test, and Harrington-O'Shea Career Decision Making Inventory. A school-to-career counselor works closely with counselors on career planning matters. Also, the office regularly posts after-school and summer job opportunities.

Each student is assigned to a counselor for a four-year period of time and is seen individually and in groups. In addition, parents and students are encouraged to access the services of the guidance staff and the career resource room.

### *COURSE AND CREDIT REQUIREMENTS*

In planning a program of studies, a student must annually enroll in 35 credits (the equivalent of 7 of 8 blocks (periods) per semester). Exceptions to this regulation will require special permission from the Principal.

No student may elect courses for credit that are above his or her grade level without the approval of an academic division leader or director. Students in grades 10, 11, and 12 may not elect subjects intended for grade 9 students without similar approval. Permission to initiate such requests should be secured by a student through his or her counselor. Any student failing a required subject should attend summer school in order to meet graduation requirements.

### *MINIMUM PROMOTION CRITERIA*

At the completion of the freshman year (Grade 9), a student must have earned a **minimum of 32.5 credits to be considered a full sophomore**. A 9<sup>th</sup> grade student who earned 30 credits will be considered a conditional sophomore. A 9<sup>th</sup> grader who earned less than 30 credits WILL NOT be promoted to Grade 10.

At the completion of the sophomore year (Grade 10), a student must have earned a **minimum of 65 credits to be considered a full junior**. A 10<sup>th</sup> grade student who earned 62.5 credits will be considered a conditional junior. A 10<sup>th</sup> grader who earned less than 62.5 credits WILL NOT be promoted to Grade 11.

At the completion of the junior year (Grade 11), a student must have earned a **minimum of 97.5 credits to be considered a full senior**. An 11<sup>th</sup> grade student who earned 95 credits will be considered a conditional senior. An 11<sup>th</sup> grader who earned less than 95 credits WILL NOT be promoted to Grade 12.

### *LIMITATIONS*

Due to the number of offerings available and desired class size it may be necessary to limit students to a total of 35 credits (7 of 8 blocks) to ensure that **all** students have the minimum requirement of 35 credits. Students must still meet the state standard of 990 classroom hours per year by electing an academic lab to fill out their schedule.

## LEVELS OF COURSES

Levels represent the different academic standards offered in courses. Teachers use these standards as guidelines or "benchmarks" in setting qualitative and quantitative expectations for each course.

At Beverly High School there are four levels:

### Honors/Advanced Placement

Students in these courses must have a very high degree of academic skills, be able to absorb a large amount of information quickly, and be highly self-motivated. Students in this level are academically focused or extremely hard working. As independent learners they often take assignments beyond what is asked for by the teacher. Little review will be provided. Students are expected to be reading significantly above grade level.

### College Prep

Students in these courses are expected to have a high degree of communication and thinking skills. Teachers will expect to provide reinforcement and review when the pace of the instruction makes the material confusing. The student is expected to be motivated to accomplish all assignments to the teacher's level of expectation. Students are expected to need the teacher's attention and probing questions to succeed. Students are expected to read at grade level in some courses. Labeling courses C.P. 1 or C.P. 2 makes a further distinction. C.P. 1 is the higher level of expectation.

### Standard

These courses are designed for students whose plans for higher education may be deferred or who need a slower pace as they work through curriculum material.

Some examples of standard courses are:

Advanced English as a Second Language  
Basic English as a Second Language  
ESL Lab  
Intermediate English as a Second Language  
Algebra Concepts  
Reading

### Unleveled

These courses are not counted in determining the grade point average.

Some examples of unleveled courses are:

Art Foundations	Intro. To Wellness & Fitness
Community Service	Math SAT Prep
Food Service	Piano/Keyboard
Fund. Of Banking Lab	Technical Studies

### *ADVANCED PLACEMENT (AP) PROGRAM*

Many students are capable of completing college-level studies during secondary school. The Advanced Placement (AP) Program sponsored by the College Board provides the means for secondary schools and colleges to provide such educational experiences.

The Advanced Placement (AP) Program provides descriptions of and examinations in college-level courses to interested schools and the results of those examinations to the colleges of the student's choice. Participating colleges, in turn, may grant credit or placement or both to students who have performed at a certain level on the Advanced Placement (AP) Examinations.

### *GRADE POINT AVERAGE AND RANK-IN-CLASS*

The grade point average of students is computed by using the credit-earning grades in courses that have levels. Grades and courses are weighted. See GPA scale. This information is available in the guidance office. **The grade point average is calculated at the end of second semester junior year.**

Class rank is determined by a student's grade point average. The determination of the class valedictorian and salutatorian will be made at the end of the third quarter of the senior year.

### *GPA SCALE*

There are three levels of courses at the high school that count for GPA: Standard/College Preparatory, Honors, and Advanced Placement. There's a 1.0 value difference between the Standard/College Preparatory level and the AP level. For example, an A+ in a Standard/College Prep course gets 4.30 quality points. The same grade in an Honors class receives 4.80 quality points, and 5.30 quality points in an Advanced Placement class. The table on the next page gives all the values.

<u>Standard/ C.P.</u>	<u>Honors</u>	<u>AP</u>
A+ 4.30	4.80	5.30
A 4.00	4.50	5.00
A- 3.70	4.20	4.70
B+ 3.30	3.80	4.30
B 3.00	3.50	4.00
B- 2.70	3.20	3.70
C+ 2.30	2.80	3.30
C 2.00	2.50	3.00
C- 1.70	2.20	2.70
D+ 1.30	1.80	2.30
D 1.00	1.50	2.00
D- 0.70	1.20	1.70
F 0.00	0.00	0.00

(0.5 is added for Honors courses, 1.0 is added for A.P. courses)

### *COURSE SELECTION AND CHANGES*

It is expected that courses are chosen carefully by students with the help of their parents and counselors in terms of their capabilities, objectives, and ability to meet course prerequisites. Course selection should be a collaborative process involving student, parent, and counselor. If there are disagreements about which course should be taken, the counselor will make the final decision. This decision may be appealed to the principal.

While adjustments are sometimes required in June of each year as a result of final marks, there should be a minimum of course changes. Courses that need changing should be done prior to the opening of school.

As requests for changes in courses often result in misunderstandings, a summary of criteria is here provided:

1. Changes in the schedules of students should be made in the week before the opening of school if at all possible. The counselors are at work that week.
2. No changes except those involving errors in the scheduling process, conflicts or revised course offerings will be considered during the first week of school.
3. Requests for changes of courses after that time will normally be denied unless the counselor discerns that extraordinary circumstances exist. A change in level is not a change of course. Before a change in level is made, there must be communication among the teacher, parent, and guidance counselor, including a written request from the parent.
4. Should an appeal by a parent through a letter or telephone call to the counselor or the principal not be answered to the satisfaction of the parent, an invitation will be extended to the parent to come to the school for a conference with the appropriate parties that may include the teacher, counselor,

- assistant principal, and principal.
5. If the principal believes that the request for a change is motivated by other than substantial and urgent reasons, she will deny the request.
6. At the end of the first semester, the same procedures as outlined above will be in effect. Changes will be made only in cases of emergency. Courses will be added when a student may do so without a change in his/her schedule or s/he needs credit for graduation.
7. Courses dropped when a student is passing before the fourth full week will be recorded on the student's permanent record card and the symbol W indicated.
8. **Courses dropped after the fourth full week of the course will carry a final mark of W/F.**

### *SPECIAL EDUCATION SERVICES*

This program is designed to help students develop their skills and meet their needs in reading, basic mathematics, spelling and other academic subjects. This assistance is provided in either small group and/or individualized instruction sessions. The program now includes ten full-time teachers as well as instructional aides. Psychologists, adjustment counselors, and social workers are available as needed.

### *ACCOMMODATION PLANS (504)*

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap in any program receiving federal financial assistance. The act defines a person with a handicap as anyone who:

- Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
- Has a record of such an impairment; or
- Is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Beverly Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school district. The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, to afford access to appropriate accommodations to enable access to educational services.

### *EXTENDED EDUCATION PROGRAM*

The Extended Education Program provides students with a range of opportunities to extend the regular school program and to develop a stronger sense of

responsibility for their unassigned time through participation in and exploration of meaningful educational alternatives.

Within the school, opportunities exist for students to (1) audit classes in which they are not enrolled, (2) receive or give tutorial assistance on an individual basis, (3) carry out independent study projects which involve detailed research, and (4) attend school assemblies which feature resource persons from the community and beyond.

Students may also participate in off-campus learning experiences, which give them inside knowledge of area businesses, institutions, and agencies. Opportunities are also offered to shadow individuals in a variety of occupations.

### *SUMMER SCHOOL AND MAKE-UP PROGRAMS*

The Beverly Summer School offers students an opportunity to make up course failures. All courses meet two hours and forty-five minutes daily, five days per week for four weeks. Courses are offered for credit, review, and enrichment. The student's counselor and the principal must approve courses taken. **Students are limited to 25 credits (5 courses) from summer school over their high school career.**

Students, who wish to make up courses through some other program or through private tutoring, must first apply for approval through their counselor.

Please note that students who receive an "FA" are not allowed to take the failed course in summer school.

### *DUAL ENROLLMENT PROGRAM WITH PUBLIC COLLEGES*

Students may earn college credits, which also are applicable toward high school graduation for courses taken at accredited colleges with the approval of their guidance counselors and the Principal. It is the responsibility of students who wish to pursue courses for high school credit to complete an application form for each course before enrolling and to arrange to have forwarded to the school a final grade report. Dual enrollment is a program pertaining to juniors and seniors only. Currently, students are responsible for paying tuition.

## *HONOR ROLL*

Each quarter Beverly High School publishes an Honor Roll of those students who have maintained the following qualifications:

Distinction: A student must have no grade lower than an A-, and a P in any course where a pass/fail standard is in place.

Honors: A student must have at least one A- or higher, no grade below a B-, and a P in any course where a pass/fail standard is in place.

Honorable Mention: A student must have no grade lower than a B- and a P in any course where a pass/fail standard is in place.

**All** courses will count for the purpose of determining Honor Roll. Please note that GPA and Class Rank are not impacted.

## **II. PREPARING FOR THE FUTURE**

### *RESPONSIBILITY*

The guidance department assists students and their parents with plans for the future. Counselors provide information on high school graduation requirements and on general college admission requirements. The counselors will assist the students in formulating a list of colleges to which they will apply, write recommendations for students upon request and receipt of the student data sheet by December 15. Counselors send transcripts upon **receipt of the transcript release form and** appropriate fees. In addition, they will provide information on tests such as The Scholastic Assessment Test (SAT) and the American College Test (ACT). The counselors host a College Night and a Financial Aid night for parents and students.

It is the responsibility of the students and parents to obtain the particular requirements for admission and applications of specific schools to which they intend to apply. Responsibility for requesting transcripts and recommendations from **the guidance office** and responsibility for sending in applications remains with students and their parents.

### *SCHOOL AND COLLEGE SELECTION ASSISTANCE*

**The Guidance department has implemented Naviance, an online program designed to assist students and parents to access and organize information on college selection and Admissions procedures.**

**Information on using Naviance will be provided to parents by the Guidance department.**

All members of the school staff and particularly the guidance counselors will do everything possible to help

all students. An extensive supply of college catalogs, videos, and CD's is available as well as a computer service detailing information on hundreds of colleges. Students and their parents are encouraged to make frequent use of the Career Resource Room. Colleges may be classified as Reach, Target, and Safety in terms of chances of acceptance. It is highly recommended to have applications in each category.

### TYPES OF SCHOOLS AND COLLEGES

There are many types of institutions for students and parents to consider. They may be classified as follows:

(1) Degree-granting institutions offering curricula generally requiring four school years for completion; (2) junior colleges, community colleges and technical institutes offering programs of two years duration; (3) a large class of schools, giving courses from six weeks to several years in length. The latter group of schools is often vocational in nature.

In selecting a school or college, a student and his or her parents should analyze its offerings to be sure there is likelihood that it will fulfill expectations. Students are encouraged to visit schools and to narrow their choices to a reasonable number during school vacations.

### COLLEGE REQUIREMENTS

The requirements for admissions to colleges vary so greatly in detail that it is impossible to set down guides that may be trusted to qualify a candidate for all colleges. However, generalizations may be made.

Schools and colleges usually require a candidate to be prepared in sixteen units of work. A unit as presented to a college from Beverly High School consists of five credits of work in a subject for which study outside of class is required. For example, five credits of English is one unit. For subjects that meet less frequently throughout the year, a fraction of credit is allowed. The grades required in the sixteen units vary among the schools and colleges.

The 16 *CARNEGIE UNITS* are courses usually required for consideration for admission to a four-year college or university:

- Four years English
- Two years Social Studies
- One year US History
- Three years Science (at least two Lab Sciences)
- Three years Mathematics (Algebra I, Algebra II, Geometry)
- Two or three years of the same foreign language
- College Preparatory electives or additional classes in a major subject area

It is important to note that colleges and universities vary in their admissions criteria; requirements for a specific college or university should be checked with that college or university's admission department.

Schools and colleges usually list the subjects and units, which they require. Engineering colleges require several units in mathematics and in physics. Some colleges require a certain number of units in world languages. The catalogs of institutions carefully list subjects and scholastic requirements for admission, and a prospective student must make sure the program he or she is following in high school will meet these requirements.

Criteria in addition to specific subjects which colleges use in determining a student's preparation for advanced study are as follows:

1. The results of the SAT I Reasoning Test given by the College Board. Most colleges also accept the American College Test (ACT).
2. The results of SAT II also made available by the College Board.
3. A transcript.
4. Class Rank/Grade Point Average (GPA).
5. Participation in co-curricular activities.
6. Teacher's recommendation.
7. The recommendation of the counselor and the certification of the Principal.

### STANDARDIZED TESTING/COLLEGE ENTRANCE EXAMINATIONS

**The PSAT** is a practice SAT administered ONLY in October. Juniors and Sophomores who might be interested in college are encouraged to take this exam. Scores are not shared with colleges, only with parents, the student, and the student's counselor. The College Board provides a detailed report of the student's performance on the test, which can be used as a tool to determine SAT preparation needs. Top Scorers during Junior Year may qualify for the prestigious National Merit Scholarship awards.

The exam consists of three sections: Critical Reading (50 minutes) Math (Algebra and Geometry, 50 minutes) and Writing (25 minutes). All sections are multiple choice. The PSAT is returned with the test booklet the student used as well as the detailed score report in order to allow each student to review the test and their own answers.

**The SAT I (Reasoning Test)** test is required for admission to many four-year colleges. This test consists of sections in math, writing skills, and reading comprehension. The math includes questions pertaining to Geometry, Algebra I, and II. The reading and writing sections include questions that involve grammar, vocabulary, sentence and paragraph construction, and essay writing. The SAT I should be taken in the spring of Junior year. The test can be taken more than once, but more than three times is not recommended. Seniors

may take the SAT in the fall. Students, who have read regularly, have had practice writing essays, and have taken Geometry, Algebra I and Algebra II are better prepared for this exam.

**The SAT II (Subject Tests)** tests are subject-based tests required by a small percentage of colleges and Universities, most of which are considered elite. The test requirements for each college or university should be checked to determine which tests are required before registering for these, or any, exams. They are one hour each and three can be taken on the same test date. One cannot take both SAT I and an SAT II on the same date.

SAT IIs should also be completed during Junior Year, preferably in the spring or at the end of a course. SAT IIs can be taken sophomore year if a course ends at that time; usually this happens when a student is taking a language or science SAT II.

**The ACT** is another test that is considered by most four-year colleges and universities for admission. This test can be used as an alternative to the SAT or in addition to the SAT. Many Colleges or Universities that require SAT IIs will accept ACT scores in place of both the SAT I and SAT II. This curriculum-based test is 3 hours long and includes four sections: English, Math, Reading, and Science Reasoning. The ACT can be taken at any time during the Junior year and again in the fall of Senior year.

Information, including test dates, is available in the guidance office. Visit [www.collegeboard.com](http://www.collegeboard.com) for further information on the PSAT, SAT I, or SAT II. Visit [www.act.org](http://www.act.org) for more information on the ACT. Registration for all of these tests except PSAT's may be completed at these websites, or through registration materials available in the guidance office. Be aware of registration deadlines.

Registration for the PSAT starts in late September. This test is given only once a year on its national test date. Announcements for registration will be posted, and registration will be through the guidance office. For the SAT and ACT, registration does not happen in the guidance office, but by either by mail or over the website through the testing company.

Fee waivers for these tests are available for low-income students. Students should see their guidance counselor for one if appropriate.

As always, students and parents are encouraged to meet with guidance counselors for clarification and direction.

### NCAA INITIAL ELIGIBILITY STANDARDS

Students who wish to enroll in any Division I or Division II college or university in the fall 2008, and want to participate in athletics or receive an athletic scholarship during the student's first year must:

- Graduate from high school

- Complete these 16 core courses:
  - 4 years of English
  - 3 years of math (Algebra I or higher)
  - 2 years of natural or physical science (including one year of lab science)
  - 1 extra year of English, math or natural or physical science
  - 2 years of social science
  - 4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion, or philosophy)
- Earn a minimum required grade-point average in your core courses
- Earn a combined SAT or ACT sum score that matches your core-course grade point average and test score sliding scale in the NCAA's *Guide for the College-Bound Student-Athlete*

For more information see your Guidance Counselor or go online to [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

### EDUCATIONAL OPPORTUNITIES FOR ADULTS

The guidance counselor to whom a student has been assigned is his or her best source of information at present. For those who have terminated their formal training at Beverly High School, the services of the guidance staff are available by appointment.

### III. TECH PREP PROGRAM

Tech Prep is a program of study which begins in high school, continues at a post-secondary institution and culminates in an associate degree, two-year certificate, apprenticeship or further post-secondary study in a particular field of technology, health or business. Tech Prep in Massachusetts is delivered through a statewide network of eleven consortia; each comprised of secondary schools, post-secondary institutions, employment and training providers and business and industry. Collaboratively, consortium members develop and implement an integrated curriculum in applied academics, occupational education and workplace experiences. Beverly is in the Northeast Consortium. We currently have three articulation agreements with North Shore Community College. The students can receive college credits for courses taken at Beverly High School in Computer Concepts, Keyboard Skills and the CNA (Certified Nurse Assistant Program) if they fulfill the requirements of the program.

### Active Articulation Agreements

Computer Science	
Fundamentals of Computer Concepts	3 Credits
Culinary Arts	
Basic Culinary Techniques	2 Credits
Health	
Certified Nursing Assistant	5 Credits
Health	

The Body in Health and Disease	3 Credits
Culinary Arts	
Food Fabrication and Production	2 Credits

**Stay tuned for further details!!!**

For more information, speak to Mr. John Allen  
or, contact the North Shore Tech Prep Office.

# BEVERLY HIGH SCHOOL COURSES OF STUDY

11,12 Advanced Placement/Honors Studio Art/Portfolio Development	660	10.0
---	-----	------

## BUSINESS/COMPUTER TECHNOLOGY

### BUSINESS

<i>Grade</i>	<i>No.</i>	<i>Credits</i>
10-12 C.P. Accounting 1	703	5.0
C.P. Business Law	706	2.5
C.P. Fundamentals of Banking	708	2.5
Fundamentals of Banking Lab	709	1.25
C.P. Marketing	701	5.0
C.P. Personal Finance	705	2.5
C.P. Principles of Management	710	2.5
11,12 C.P. Marketing II	702	2.5
C.P. Sports and Entertainment Marketing/Mgt.	711	2.5
12 School-to-Career Internship	091/098	5.0/10

### COMPUTER TECHNOLOGY

9-12 Computer Lab	720	2.5
Intro. To Computer Assisted Design	721	2.5
Digital Layout and Design	723	2.5
Intro. To Computer Maint./Stud. As Tech. Ldrs.	724	5.0
Computer Maint. Intern./Stud. As Tech. Ldrs.	725	2.5
C.P. Computer Programming I	727	2.5
Web Design & Development	729	2.5

## ENGLISH

<i>Grade</i>	<i>No.</i>	<i>Credits</i>
9 Honors English 9	100	5.0
C.P. 1 English 9	101	5.0
C.P. 2 English 9	102	5.0
10 Honors English 10	110	5.0
C.P. 1 English 10	111	5.0
C.P. 2 English 10	112	5.0
11 Honors English 11	120	5.0
C.P. 1 English 11	121	5.0
C.P. 2 English 11	122	5.0
12 Advanced Placement English Literature	133/134	7.5
Honors English 12	130	5.0
C.P. 1 English 12	131	5.0
C.P. 2 English 12	132	5.0
9-12 C.P. Creative Writing Lab	152	2.5
C.P. Journalism	155	5.0
MCAS English/Language Arts Strategies	140	2.5
Media Productions	150	2.5
10-12 Media Productions II	151	2.5

## FINE ARTS

<i>Grade</i>	<i>No.</i>	<i>Credits</i>
<b>ART</b>		
9-12 Art Foundations	640	2.5
10-12 C.P. Advanced Clay/Sculpture	651	2.5
<b>DRAWING &amp; PAINTING</b>		
10-12 C.P. Advanced Drawing & Painting	646	2.5
C.P. Advanced Photography	656	2.5
C.P. Architectural/Building Design	648	2.5
C.P. Drawing/Painting	641	2.5
C.P. Drawing/Painting & Sculpture	642	5.0
C.P. Illustration/Design	645	2.5
C.P. Clay/Sculpture	650	2.5
C.P. Photography	655	2.5

### MUSIC

9-12 Advanced Placement Music Theory	614	2.5
C.P. Band	606	5.0
C.P. Chorale (singers)	602	5.0
C.P. Concertquire	609	2.5
Guitar I	615	2.5
C.P. Introduction to Music Theory	613	2.5
C.P. Jazz Ensemble	611	2.5
Rock - The Music of Our Time	618	2.5
Introduction to Piano/Keyboard	616	2.5
C.P. Piano/Keyboard II	617	2.5
C.P. String Ensemble	612	2.5
C.P. Vocal Ensemble	610	2.5

## FOREIGN LANGUAGES

<i>Grade</i>	<i>No.</i>	<i>Credits</i>
9 C.P. French 1	500	5.0
Honors French 2	503	5.0
C.P. French 2	502	5.0
C.P. German 1	520	5.0
Honors German 2	523	5.0
C.P. German 2	522	5.0
C.P. Latin 1	530	5.0
C.P. Russian 1	560	5.0
C.P. Spanish 1	540	5.0
Honors Spanish 2	543	5.0
C.P. Spanish 2	542	5.0
10 C.P. French 3	504	5.0
Honors French 3	505	5.0
C.P. German 3	524	5.0
Honors German 3	525	5.0
C.P. Latin 2	532	5.0
Honors Latin 2	533	5.0
C.P. Russian 2	561	5.0
C.P. 2 Spanish 2	550	5.0
C.P. Spanish 3	544	5.0
Honors Spanish 3	545	5.0
11 C.P. French 4	506	5.0
Honors French 4	507	5.0
C.P. German 4	526	5.0
Honors German 4	527	5.0
C.P. Spanish 4	546	5.0
Honors Spanish 4	547	5.0
C.P. Latin 3	534	5.0
Honors Latin 3	535	5.0
CP Latin 4	536	5.0
Honors Latin 4	537	5.0
C.P. Russian 3	562	5.0
Spanish for Heritage Learners	551	5.0
12 Advanced Placement French 5	508/509	7.5
Advanced Placement German 5	528/529	7.5
Advanced Placement Latin 5	538/539	7.5
Advanced Placement Spanish 5	548/549	7.5
Honors Russian 4	563	5.0
Spanish for Heritage Learners	551	5.0

<i>Grade</i>	<i>No.</i>	<i>Credits</i>
9-12 Basic ESL	570	5.0
Intermediate ESL	571	2.5
Advanced ESL	572	2.5
ESL Lab	039	0.5

## HISTORY - SOCIAL SCIENCE

<i>Grade</i>	<i>No.</i>	<i>Credits</i>
9 Honors World History 9	200	5.0
C.P. World History 9	201	5.0

10	Advanced Placement World History	213/214	7.5	C.P. Biology	413	5.0
	Honors World & US History 10	210	5.0	C.P. Engineering	441	5.0
	C.P. World & US History 10	211	5.0			
11	Advanced Placement United States History	223/224	7.5	11, 12 Advanced Placement Biology	410/411	7.5
	Honors United States History 11	220	5.0	Advanced Placement Chemistry	420/421	7.5
	C.P. 1 United States History 11	221	5.0	C.P. Chemistry	424	5.0
	C.P. 2 United States History 11	222	5.0	C.P. Projects in Statistics and Physics	365	5.0
11,12	C.P. Facing History and Ourselves	247	2.5	C.P. Environmental Science	451	5.0
	C.P. Legal Systems in America	241	2.5	Advanced Placement Physics	430/431	7.5
	C.P. Sociology	244	2.5	Honors Physics	432	5.0
12	Honors American Foreign Relations	243	5.0	C.P. Physics	433	5.0
	C.P. Psychology	242	2.5	C.P. Active Physics	434	5.0
				C.P. Anatomy and Physiology	450	5.0
				C.P. CSI: Intro. To Forensic Science	452	5.0
				Honors Biology	412	5.0
				Honors Engineering	440	5.0
				Construction Technology	447	2.5
				Material Science	448	2.5
				Honors Anatomy and Physiology	449	5.0

### MATHEMATICS

Grade		No.	Credits
9	Honors Algebra II	320	5.0
	C.P. 1 Algebra II	322	5.0
	Honors Algebra I	310	5.0
	C.P. 1 Algebra I, Part A	312	5.0
	C.P. 1 Algebra I, Part B	313	5.0
	C.P. 2 Algebra I, Part A	314	5.0
	C.P. 2 Algebra I, Part B	315	5.0
	Algebra Concepts	300	5.0
10	C.P. Geometry Concepts	301	5.0
	Honors Geometry	330	5.0
	C.P. 1 Geometry	331	5.0
	C.P. 2 Geometry	332	5.0
	MCAS Math Strategies	372	2.5
11	Honors Algebra II	321	5.0
	C.P. 1 Algebra II	323	5.0
	C.P. 2 Algebra II	324	5.0
	Algebra II Concepts	303	5.0
11,12	Honors Pre-Calculus	340	5.0
	C.P. 1 Pre-Calculus	341	5.0
	C.P. College Review Mathematics	302	5.0
	C.P. Projects in Statistics and Physics	365	5.0
	MCAS Math Strategies	375	2.5
	C.P. 1 Statistics and Probability	363	2.5
	C.P. 2 Statistics and Probability	364	2.5
	C.P. Statistics in Sports	368	2.5
	Mathematics SAT Prep 12/11	342/344	2.5
	C.P. 1 Calculus	352	5.0
12	Advanced Placement Calculus AB	350/351	7.5
	Advanced Placement Statistics	366/367	7.5

### SCIENCE, ENGINEERING & APPLIED TECHNOLOGY

Grade		No.	Credits
9	Honors Biology	412	5.0
	Honors Engineering	440	5.0
	C.P. Intro. To Biology & Engineering	402	5.0
10	Honors Chemistry	422/423	7.5

				C.P. Biology	413	5.0
				C.P. Engineering	441	5.0
11, 12	Advanced Placement Biology	410/411	7.5			
	Advanced Placement Chemistry	420/421	7.5			
	C.P. Chemistry	424	5.0			
	C.P. Projects in Statistics and Physics	365	5.0			
	C.P. Environmental Science	451	5.0			
	Advanced Placement Physics	430/431	7.5			
	Honors Physics	432	5.0			
	C.P. Physics	433	5.0			
	C.P. Active Physics	434	5.0			
	C.P. Anatomy and Physiology	450	5.0			
	C.P. CSI: Intro. To Forensic Science	452	5.0			
	Honors Biology	412	5.0			
	Honors Engineering	440	5.0			
	Construction Technology	447	2.5			
	Material Science	448	2.5			
	Honors Anatomy and Physiology	449	5.0			
9-12	Basic Electronics	464	2.5			

### WELLNESS

Grade		No.	Credits
9,10	Introduction to Wellness & Fitness	905	2.5
9-12	Cooperative Adventure	907	2.5
11,12	Life Issues	908	2.5
9-12	Advanced Fitness	920	2.5
	Basic Athletic Training	914	2.5
	CPR & First Aid	912	2.5
	Peer Leadership	923	2.5
	Sports Management	924	2.5
	Co-ed Team Sports	911	2.5
	Wellness Independent Study	906	2.5
	Food, Nutrition and Exercise	922	2.5

### FAMILY/CONSUMER SCIENCE

9-12	C.P. Child Development I	916	2.5
	Child Development II	918	2.5
	America's Regional Foods	934	2.5
	Food Service	931	2.5
	International Foods	932	2.5
	Introduction to Culinary Arts	930	2.5

### UNIQUE COURSES

9-12	Skills & Strategies Lab 9/10	030/031	2.5
	Skills & Strategies Lab 11/12	032/033	2.5
	Honors/C.P. 1 Independent Learning Project	066/062	2.5
	Peer Tutor	035	1.0
	School Service	034	0.5
	AP/Honors/C.P. 1 Virtual High School	059/056/057	5.0
	M.C.J.R.O.T.C. – Leadership I, Part A/Part B	083/084	2.5
	M.C.J.R.O.T.C. – Leadership II, Part A/Part B	085/086	2.5
	M.C.J.R.O.T.C. – Leadership III, Part A/Part B	087/088	2.5

## **BUSINESS and COMPUTER TECHNOLOGY**

### *BUSINESS*

#### **701 C.P. MARKETING 5.0 credits**

Marketing is a basic introduction to micro and macro marketing with emphasis on terminology, business principles and application. Students become active members of DECA, a national student organization with a focus to develop greater understanding and appreciation of marketing concepts. Students will develop leadership skills, professional attitudes, business competency, citizenship characteristics and social growth. Students will apply economic principles to hypothetical problems. **Fundraising is expected for students who become DECA members.**

Open to students in grades 10, 11 and 12.

#### **702 C.P. MARKETING II (DECA) 2.5 credits**

This course will prepare for DECA competition by studying additional Marketing chapters, including Promotional Concepts, Visual Merchandising, Advertising, Pricing, Product Planning, Market Research and Business Plan Development. Students will conduct a market research study and act as a consultant for a company. **Fundraising is expected for students who become DECA members.**

Prerequisite: A C or better in Marketing, or permission of the teacher.

Open to students in grades 11 and 12.

#### **703 C.P. ACCOUNTING I 5.0 credits**

This course covers the principles and practices encompassing the entire accounting cycle and how this applies to keeping records for a small business. Simulated job experiences with the students acting as bookkeepers and accountants will be covered in the course. Recommended for all students taking a concentration in business.

Open to students in grades 11 and 12.

#### **704 C.P. BUSINESS/CONSUMER MATHEMATICS 5.0 credits**

Business Mathematics applies basic skills to the mathematics of business. Working with percentages to compute interest, discount, and profit, calculating payrolls, and using business forms and procedures to

complete business records, the student solves problems of everyday occurrence in today's business world,

including taxes, borrowing, and budgets.

Open to students in grades 10, 11 and 12.

#### **705 C.P. PERSONAL FINANCE 2.5 credits**

Personal Finance will introduce students to the world of managing their money effectively. They will be introduced to financial decisions of their future, financial responsibilities, and the consequences of mismanaged funds. The class will include topics such as personal planning, consumer credit, investing, stocks/stock market game, tax strategies, insurances, financial planning, as well as an introduction to business finance. This course will emphasize workplace competencies and career planning, and will test the student's problem solving, decision-making and reasoning abilities.

Open to students in grades 11 and 12.

#### **706 C.P. BUSINESS LAW 2.5 credits**

This course will provide a foundation in understanding legal issues. The course will begin with an overview of basic law and legal studies. The topic of Business ethics will also be covered. The remaining course time will be structured as to law according to life. Topics will include: Being a Consumer, Being an Agent, and Starting a Business. Personal law relating to insurance, real estate, marriage as well as crimes and torts will also be discussed and researched.

Open to students in grades 11, and 12.

#### **708 C.P. FUNDAMENTALS OF BANKING 2.5 credits**

This course is run in conjunction with the Beverly National Bank and the New England Banking Institute. It is a college-level course. Five high school credits will be earned. The student **may opt** to get 3.0 college credits for a fee of \$120 provided they obtain a grade of B- or better for a final grade. Students are not required to take the college credits.

By use of lecture, text, handouts, videos, and guest speakers, the students will grasp a fundamental knowledge of the American banking system. The students will learn how banks interact with individuals and business. They will acquire a dedicated vocabulary of banking terminology and keep abreast of current trends in the banking/finance world.

Seniors will have first preference for enrollment in the course for first semester so that they may participate in the Banking Lab.

Open to students in grades 10, 11 and 12.

**709 FUNDAMENTALS OF BANKING LAB 1.25 credits**  
**Unleveled**

After successful completion of Fundamentals of Banking, the student may work as a teller in the Beverly National Bank high school branch, a full-service branch open to the public. This course provides a hands-on experience in a real world situation. Transactions involving savings, checking, and small loan generation will be handled.

Prerequisite: Fundamentals of Banking.

**710 C.P. PRINCIPLES OF MANAGEMENT 2.5 credits**

This semester course examines the basic functions involved in the exchange process that is designed to meet customers' needs. It also explores the behavior that consumers display in searching, purchasing, using, and evaluating products. Topics include: marketing ethics, market segmentation, product development and brand management, pricing, distribution strategies, and promotional activities.

Open to students in grades 10, 11 and 12.

**711 C.P. SPORTS AND ENTERTAINMENT**  
**MARKETING/MANAGEMENT 2.5 credits**

Sports and Entertainment Marketing/Management is a very popular and exciting field. This course is designed to provide students with an understanding of marketing concepts, foundations and functions, as they relate to career opportunities in the growing area of sports and entertainment. Topics covered include: leadership, finance, product management, human resources, legal and ethical issues, managing change, and customer relations.

Prerequisite: Marketing or Principles of Management.  
Open to students in grades 11 and 12.

**091/098 SCHOOL-TO-CAREER INTERNSHIPS**  
**Unleveled 5.0/10.0 credits**

Internships will be offered to Beverly High School students who have demonstrated good scholarship and citizenship. Students who have been suspended within a year may not be eligible. This is a privilege, not a right. The internships will be offered to all seniors as well as serious-minded juniors. Students may elect this course only once in their high school career. The principal must approve exceptions.

An internship is an opportunity offered to students to enhance the knowledge he or she has learned in the

classroom by applying knowledge in the work place. Students will also explore careers. This is not work-study. Internships should be connected to career goals. Students may earn from 5 to 10 credits directly dependent upon time spent at the internship. A contract will be drawn up to explain all details.

Open to students in grade 12.

**COMPUTER TECHNOLOGY**  
**720 COMPUTER LAB 2.5 credits**  
**Unleveled**

This course is designed to give students training in the basic computer skills needed to be more successful at Beverly High School. This course develops skills that teachers will assume all students have mastered by grades 10, 11, and 12. The training includes proficiency in the use of an electronic spreadsheet, a word processing program, a presentation application, and Internet research techniques. Proficiency in these skills is required for graduation. Passing this course meets the graduation requirement.

This is not a course that is designed to develop typing or keyboarding skills.

Other courses that fulfill the technology requirement are:

- Advanced Computer Programming (Math)
- Computer Programming (Math)
- Media Production Lab (English)
- Projects in Statistics and Physics (Science)

**721 INTRODUCTION TO COMPUTER ASSISTED**  
**DESIGN (CAD Drawing) 2.5 credits**  
**Unleveled**

Presents an introduction to computer-aided design and its applications. The essential goal is simple: to enable the student to create a basic 2D drawing in AutoCAD. Topics include basic drawing and editing tools, organize drawing objects on layers, add text and basic dimensions and printing the drawing.

Prerequisite: Passed one High School Math Course.

**722 ADVANCED COMPUTER ASSISTED DESIGN**  
**(CAD Drawing) 2.5 credits**  
**Unleveled**

Presents a 3D approach to computer-aided design and its applications. The essential goal is to enable the student to create a basic 3D drawing in PRO/DESKTOP. Topics include basic drawing and editing tools, organizing and drawing objects on layers, adding text and basic dimensions, and printing the drawing.

Prerequisite: Passed Introduction to Computer Assisted Design.

**SKILLS/MOUS CERTIFICATION PREPARATION**  
**Unleveled 5.0 credits**

**723 DIGITAL LAYOUT AND DESIGN 2.5 credits**  
**Unleveled**

Provides hands-on instruction in Publisher, desktop publishing software widely used in the graphic design industry. Topics covered include an introduction to the publishing process, design principles, and visual organization tools used for the effective placement of design elements into a page. Students will learn about technical and esthetic use of topography as a design and communication tool as well as color theory and color psychology. Projects completed include certificates, invitations, announcements, brochures, flyers, and newsletters.

Prerequisite: C+ or better in Computer Lab or passing the Test-out Exam.

**724 INTRODUCTION to COMPUTER MAINTENANCE/STUDENTS as TECHNOLOGY LEADERS 5.0 credits**  
**Unleveled**

Are you the person your family and friends turn to when the computer stops working? Students as Technology Leaders (SaTL) is a new technology school to career vocational program combining class work and hands-on computer repair. The curriculum will combine both technical personal computer troubleshooting and repair knowledge as well as customer relations skills. You will enjoy this class if you like taking apart machines and understanding what makes things work. The curriculum for this class is based on the "A+ Certification" program; however, it does not include all subjects covered by the test. Passing the A+ test provides high tech industry certification. Students who are interested in taking this test will need to do some advanced independent study.

**725 COMPUTER MAINTENANCE INTERNSHIP/STUDENTS as TECHNOLOGY LEADERS 2.5 credits**  
**Unleveled**

Interns will staff our school's new technology Help Desk, providing technical support to our school's two hundred and forty computers, as well as developing business and leadership skills. Students will gain valuable computer repair experience working closely with the BHS technology staff and at the same time they will be offering an important service to their school.

**726 ADVANCED OFFICE APPLICATION**

This course concentrates on mastering the advanced skills of Microsoft Word, PowerPoint, and Excel. Students will sharpen basic skills while developing proficiency in the expert tasks of the applications, as well as improve their productivity. Students earning a B- or higher in the course will be recommended to sit for the MOUS Certification Expert Exams. MOUS (Microsoft Office User Specialist) is an industry-recognized certification acknowledging Microsoft Office expertise. Students who earn at least a B- will be eligible to participate in the school's Technology Help Desk as student interns.

Prerequisite: C or better in Computer Lab. The course is recommended for grades 10, 11, and 12 and students intending to participate in the School-to-Career program.

**727 C.P. COMPUTER PROGRAMMING I 2.5 credits**

This course is designed for students who want to learn how to write computer programs. The course introduces students to the BASIC language as well as concepts like data abstraction and user interface design.

Prerequisite: Knowledge of basic computer skills or C- or better in Computer Lab or test out, and B- or better in 8<sup>th</sup> grade math or C or better in C.P. 2 Algebra I Part B.

**728 C.P. OBJ. ORIENTED PROGRAMMING 2.5 credits**

Students who understand programming will learn about object oriented programming using the Java programming language.

Prerequisite: C- or better in Computer Programming.

**729 WEB DESIGN AND DEVELOPMENT 2.5 credits**  
**Unleveled**

This class will focus on web page content, planning, design, setup and maintenance of a web site. Throughout the course students will work with partners and individually to create web sites with multiple pages and functions. Students will become familiar with terms and components of the Internet, and develop an awareness of design considerations that affect web page construction. Students will learn to use many technology tools as they create their sites including scanners, digital cameras and software. This is not a programming course, and although HTML will be discussed, powerful visual editors will be used for page construction. With the widespread use of the Internet, web page design will provide students with technology skills and knowledge to become effective communicators in their exciting new medium.

Prerequisite: Must have passed Computer 9 or tested out.  
 Open to students in grades 11 and 12, or permission of the teacher.

## ENGLISH

Each year all students are required to take and pass a five-credit course, in which they receive instruction in writing, language, literature, listening, speaking, and media.

The same approaches are used in all grades and at all ability levels. First, the six components of the English curriculum listed above are integrated in such a way that language skills are taught within the context of writing, reading, listening, speaking, and media. All these skills are taught within the larger context of literature, the study of which is structured according to thematic units that are relevant to students' lives. Second, the writing process, with its emphasis on draft stages, is the focus of our composition component. Third, our literature study is based on the Process of Reading, with time devoted to pre-reading, reading (comprehension, interpretation, critical evaluation, and application) and post-reading. These approaches and the same general curriculum objectives are employed in instructing all students, regardless of grade, ability, socio-economic background, or career orientation.

For all levels of required English courses, students must pass the grade 9 course before enrolling in the grade 10 course, pass the grade 10 course before enrolling in the grade 11 course, and pass the grade 11 course before enrolling in the grade 12 course.

The following chart identifies the ability groupings offered during each of the student's four years at Beverly High School. Students must choose one each year.

### REQUIRED ENGLISH COURSES

#### Grade 9

Honors English 9  
 C.P. 1 English 9  
 C.P. 2 English 9

#### Grade 10

Honors English 10  
 C.P. 1 English 10  
 C.P. 2 English 10

#### Grade 11

Honors English 11  
 C.P. 1 English 11  
 C.P. 2 English 11

#### Grade 12

AP English Literature  
 Honors English 12  
 C.P. 1 English 12  
 C.P. 2 English 12

### AND ADVANCED PLACEMENT (AP) ENGLISH 12

Students in our Honors courses need not only to exhibit superior preparation in the language arts but also to read more, write more, and be capable of adjusting to an accelerated pace and a heightened challenge in all aspects of the curriculum.

### PREREQUISITES FOR PLACEMENT IN ENGLISH CLASSES

#### For incoming freshmen:

A grade of B+ or better in eighth grade English and completion of the summer reading requirements are required for a student to be placed in Honors 9.

A grade of C or better in eighth grade English is required for a student to be placed in C.P. 1.

A grade of C- or below in eighth grade English will result in a student to be placed in C.P. 2.

When placing students in grade 9 English, primary consideration is given to grades. The following skills are also taken into consideration: Reading, composition, study, listening, thinking, and speaking.

### REQUIREMENTS FOR SUMMER READING

Satisfactory completion of all summer reading assignments is a prerequisite for enrollment in Advanced Placement courses. Students who do not fulfill this prerequisite are expected to make arrangements, during the week before school starts, to enroll in a College Preparatory 1 or 2 course.

Specific requirements may be found on the Beverly School District website, [beverlyschools.org](http://beverlyschools.org), by clicking on the Summer Reading link.

<b>100 HONORS ENGLISH 9</b>	<b>5.0 credits</b>
<b>101 C.P. 1 ENGLISH 9</b>	<b>5.0 credits</b>
<b>102 C.P. 2 ENGLISH 9</b>	<b>5.0 credits</b>

When placing students in grade 9 English, primary consideration is given to grades. The following skills are also taken into consideration: reading, composition, study, listening, thinking, and speaking.

All 9<sup>th</sup> grade English courses include *The Odyssey*, *Oedipus the King*, *Romeo and Juliet*, *Great Expectations*, poetry, short stories, composition (including the research paper), and grammar.

Prerequisite: Honors – a grade of A- or better is required

### REQUIREMENTS FOR HONORS ENGLISH 9, 10, 11

for a student to move from C.P. 1 to Honors. A grade of **C+** or better must be maintained in order to remain in Honors classes. Students must complete summer reading requirements to enroll in Honors English 9. C.P. 1 - A grade of A- or better is required for a student to move from C.P. 2 to C.P. 1.

- 110 HONORS ENGLISH 10** **5.0 credits**
- 111 C.P. 1 ENGLISH 10** **5.0 credits**
- 112 C.P. 2 ENGLISH 10** **5.0 credits**

All 10<sup>th</sup> grade English courses include *Lord of the Flies*, *Catcher in the Rye*, and/or *A Separate Peace*, *Julius Caesar* and *Antigone*; poetry; short stories; composition (including the research paper); and grammar.

Prerequisite: Honors – a grade of A- or better is required for a student to move from C.P. 1 to Honors. A grade of **C+** or better must be maintained in order to remain in Honors classes. Students must complete summer reading requirements to enroll in Honors English 10. C.P. 1 - a grade of A- or better is required for a student to move from C.P. 2 to C.P. 1.

- 120 HONORS ENGLISH 11** **5.0 credits**
- 121 C.P. 1 ENGLISH 11** **5.0 credits**
- 122 C.P. 2 ENGLISH 11** **5.0 credits**

All 11<sup>th</sup> grade English courses emphasize American Literature and include *The Scarlet Letter* and/or *Huckleberry Finn*, *Of Mice and Men*, *The Crucible*, **and selected offerings from among *The Great Gatsby*, *Death of a Salesman*, *Our Town*, and *to Kill A Mockingbird***; poetry; short stories; composition (including the research paper); and grammar.

Prerequisite: Honors - a grade of A- or better is required for a student to move from C.P. 1 to Honors. A grade of C- or better must be maintained in order to remain in Honors classes. Students must complete summer reading requirements to enroll in Honors English 11. C.P. 1 - A grade of A- or better is required for a student to move from C.P. 2 to C.P. 1.

- 130 HONORS ENGLISH 12** **5.0 credits**
- 131 C.P. 1 ENGLISH 12** **5.0 credits**
- 132 C.P. 2 ENGLISH 12** **5.0 credits**

All 12<sup>th</sup> grade English courses emphasize British Literature and include selections from *Beowulf* and *The Canterbury Tales*; *Hamlet* and/or *Macbeth*; **1984 or *Brave New World***; poetry; short stories; composition (including the required research paper); and grammar.

Prerequisite: Honors - a grade of A- or better is required for a student to move from C.P. 1 to Honors. A grade of **C+** or better must be maintained in order to remain in Honors classes. Students must complete summer

reading requirements to enroll in Honors English 12. A grade of A- or better is required for a student to move from C.P. 2 to C.P. 1.

**133/134 ADVANCED PLACEMENT (AP)  
ENGLISH LITERATURE** **7.5 credits**

This is a college level course for students in their last year of high school who have a strong interest in English. The course combines lectures, seminars, short research projects, and critical papers based on readings from major British, **American**, and world authors. Emphasis is placed on pre-critical discussion and writing with the goal of increasing the student's ability to explain clearly, cogently, even elegantly, what he/she understands about literary works and why the student interprets them in a certain way. Additional summer reading/writing is required.

Students who take this course are encouraged to take the Advanced Placement Exam in English Literature in May of their senior year.

Prerequisite: A grade of A- or better is required for a student to move from C.P. 1 to Advanced Placement. A grade of **C+** or better must be maintained in order to remain in Advanced Placement classes. Students must complete summer reading requirements to enroll in Advanced Placement English Literature.

**Please note that AP English is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credits at the end of the first semester; the final grade and credits appear at the end of the second semester.**

**ELECTIVES FOR ENGLISH**

At Beverly High School, students are encouraged to supplement the language arts education they receive in required courses by taking English elective courses.

CATEGORY/Title	Grade	Credits
C.P. Creative Writing Lab	9-12	2.5
C.P. Journalism	9-12	2.5
C.P. Sports Literature	9-12	2.5
C.P. Women and Literature	9-12	2.5
MCAS English/Language Arts Strategies	9-12	2.5
Media Productions	9-12	2.5
Media Productions II	10-12	2.5
Public Speaking	9-12	2.5
Verbal SAT Prep 10/11	10-11	2.5
Verbal SAT Prep 12	12	2.5

Media Productions and C.P. Creative Writing Lab may be taken to satisfy the Fine Arts graduation requirement.

**Media Productions, C.P. Creative Writing Lab, and C.P. Journalism may be taken more than once as an English elective.**

**140 M.C.A.S. ENGLISH/LANGUAGE ARTS STRATEGIES** **2.5 credits**  
**Unleveled**

Under the present state law, in order to graduate and receive a high school diploma, students need to pass the state-mandated MCAS tests in English/Language Arts and Mathematics in addition to satisfying graduation requirements. It is important that **every** effort be made to achieve success on the Grade 10 MCAS.

This course is for all 10<sup>th</sup> grade students that have not received an "advanced" in their 7<sup>th</sup> grade MCAS English/Language Arts (or who have not passed the 10<sup>th</sup> grade MCAS English/Language Arts). The course will be unleveled and will focus on all four of the English/Language Arts strands outlined in the Massachusetts State Frameworks. Test taking strategies will be emphasized. A diagnostic test will be administered and student instruction will be individualized. Every student should enroll in this course.

The course is also open to 11<sup>th</sup> and 12<sup>th</sup> graders who transferred to BHS from out of state or who have not yet demonstrated competency in the English portion of the MCAS.

Exemptions: Scored advanced in 7<sup>th</sup> grade MCAS.  
Already passed 10<sup>th</sup> grade MCAS.  
Written request from parent or guardian.

**150 MEDIA PRODUCTIONS** **2.5 credits**  
**Unleveled**

A study of mass media including digital video recording and editing, a variety of computer technologies, consumer education, media literacy and multimedia presentations. Students use computers to produce and edit digital video; produce PowerPoint presentations; research a media-related topic of their choosing and learn the basics of producing video in a studio setting.

**Note:** Students enrolled in this course must participate in one video shoot per month outside of class time.

**151 MEDIA PRODUCTIONS II** **2.5 credits**  
**Unleveled**

This class is designed for students who have a demonstrated interest in video production and are interested in extending the introductory skills learned in Media Productions. Students in this class must be prepared to produce programming for airing on Beverly

High School's cable television channel. Students who take this class must have demonstrated self-motivation in the Media Productions class.

Prerequisite: A grade of B or better in Media Productions.  
Open to students in grades 10, 11, and 12.

**152 C.P. CREATIVE WRITING LAB** **2.5 credits**

This course is designed to engage students in various forms of creative writing e.g., poetry, short stories, plays, children's literature, journals, song lyrics, etc.

**153 C.P. SPORTS LITERATURE** **2.5 credits**

Students engage in a variety of activities including reading sports-related fiction and non-fiction; writing about sports; making oral presentations; and engaging in friendly sports-related competitions.

**154 C.P. WOMEN AND LITERATURE** **2.5 credits**

A focused study of world literature written by women, the historical/political biases implicit in the settings in which female characters appear, and the differences between women's literature and that written by the men whose writings are usually studied in schools and colleges.

**155 C.P. JOURNALISM** **5.0 credits**  
**ADVANCED JOURNALISM** **2.5 credits**

This course is designed to familiarize students with various styles of writing needed in journalism. Students will practice journalistic skills and demonstrate their competence in using these skills by covering news stories in the school and community. Students will use research skills, develop headlines, learn elements of a newspaper mark-up, etc. Students will be required to submit a minimum of two articles each quarter to The Ledger. The ethics of journalism will also be explored. Students who write for The Ledger or Beverlega, or would like to, are encouraged to enroll.

**157 VERBAL SAT PREP 10/11** **2.5 credits**  
**158 VERBAL SAT PREP 12** **2.5 credits**  
**Unleveled**

A course for students who want to maximize their potential on the verbal sections of the SAT or PSAT. Verbal SAT Prep 12, which is aimed at seniors, is a single-period course offered first semester. Verbal SAT Prep 10/11, which is aimed at sophomores and juniors, is a single-period course offered the second semester.

**159 PUBLIC SPEAKING** **2.5 credits**  
**Unleveled**

A course designed for students to develop public

speaking skills. Students will prepare and present a minimum of four varieties of speeches: informative, demonstration, persuasive, and extemporaneous. Students will also participate in choral reading activities and oral interpretation of classic and contemporary literature, and debate.

## ENGLISH AS A SECOND LANGUAGE (ESL)

### 570 BASIC ENGLISH AS A SECOND LANGUAGE (ESL) Standard 5.0 credits

Basic ESL would be for students with little or no English. The students would have just arrived in the United States and would have had little or no exposure to English.

The focus of the class would be on English vocabulary acquisition and basic sentence structure. Daily meetings will reinforce the students' language skills and allow for more practice.

*With approval from the Principal, this course may replace one required English course.*

### 571 INTERMEDIATE ESL Standard 5.0 credits

This class would give instruction to students with some English language acquisition. The focus of the instruction would be on the past, present and future tenses, both simple and progressive. There would be instruction in reading and composition. The intermediate section would be a two-semester class and would progress with the needs of the students in mind.

Mastery would be measured by tests, quizzes, and the students' abilities to apply what they've been taught in short essays and compositions.

### 572 ADVANCED ESL Standard 2.5 credits

The class would focus on the more complex structures and tenses in English. The perfect tenses, the passive voice, modals, conditionals and other more complex structures would be taught. More emphasis would be placed on composition and more difficult reading skills and vocabulary.

History class would be used to develop and strengthen students' skills in English. The purpose of the class is to prepare students for their first high school History course in their non-native language.

### 039 ESL Lab Unleveled .5 credits

The ESL Lab is for students who are not proficient in English.

## FINE ARTS

### ART 640 ART FOUNDATIONS Unleveled 2.5 credits

This course is an introduction to visual art, **both two and three-dimensional**. Techniques will include some, if not all of the following: drawing, painting, printmaking, collage, design, assemblage, modeling, carving, casting, hand building, and wheel throwing. A variety of media will be explored with emphasis on visual vocabulary, elements and principles of art and design and individual interpretation of assignments. **This course is aligned with the Mass. Curriculum Frameworks for visual art.** The course will also include research work done both in and out of class.

### 641 C.P. DRAWING & PAINTING 2.5 credits

This course will **explore** drawing and painting in many forms. **It is a more in-depth exploration of drawing and painting than art foundation and is intended for students who are interested in developing those skills.** Projects **may** include life drawing, self-portrait, still life, **interiors**, landscape, **drawing from direct observation and** from the imagination. A variety of media will be employed including some or all of the following: pencil, charcoal, pastel, watercolor, acrylic, ink, printmaking, etc. **This course is aligned with the Mass. Curriculum Framework for visual art.** This course will also include research on various artists and periods of art history done both in and out of class. **Works generated may be suitable for a portfolio.**

Prerequisite: **C+** or better in Art Foundations or permission of the teacher.  
Open to students in grades 10, 11, and 12.

### 642 C.P. DRWG, PNTG, & SCULPTURE 5.0 credits

This course is intended for the **art** student whose interest extends beyond **art** foundation. This course continues to build on the skills learned and used in **foundation but with a more sustained effort**. Projects will use both two and three-dimensional materials to continue to create a bridge between drawing/painting and sculpture. **Assignments will reinforce and recognize the differences and similarities between the two disciplines.** A variety of materials will be used, including some or all of the following: pencil, charcoal, pastel, watercolor, acrylic, ink, printmaking, clay, **plasticene**, metal, wood, wire, stone, plastic, found materials, etc. Projects will be developed from direct observation **and** imagination and **will consider utilitarian and non-utilitarian functions.**

This course is aligned with the Mass. Curriculum Frameworks for visual art. The course will include sketchbook work, homework, and research projects done both in and out of class. Works generated should be suitable for a portfolio.

Prerequisite: C+ or better in Art Foundations or permission of the teacher.  
Open to students in grades 10, 11, and 12.

### 643 C.P. DRAWING/PRINTMAKING/ARTIST'S BOOKS 2.5 credits

This course is designed for the student who wants to focus on drawing and printmaking as well as learning how to make several types of artists' books. Students should be willing to work on projects both in class as well as outside of class. Students will work from observation and imagination and will experiment with several forms of printmaking. Composition, design and combining images with text will also be a focus. This is a hands-on course and is a great companion to Illustration/Design, Drawing/Painting and Photography. This course is aligned with the Mass. Curriculum Frameworks for visual art. The course will include sketchbook work, homework, and research projects done both in and out of class. Works generated should be suitable for a portfolio.

Prerequisite: B or better in Art Foundation or permission of the teacher.

### 645 C.P. ILLUSTRATION/DESIGN 2.5 credits

This course will experiment with and investigate many aspects of commercial art. This is a hands-on course and work will not be done using computer illustration programs. Student projects will focus on development of drawing skills, use of a variety of media and solving design problems. This course is aligned with the Mass. Curriculum Frameworks for visual art. Projects may include the following: drawing from direct observation, children's book illustration, cover designs, comics, greeting cards, exhibit and display design, product design, fashion design and other graphic design projects. Students will use a variety of materials to generate design projects from thumbnail sketches to finished products. Outside research will be required. Works generated may be suitable for a portfolio.

Prerequisite: C+ or better in Art Foundation or permission of the teacher.  
Open to students in grades 10, 11, and 12.

### 646 C.P. ADVANCED DRAWING & PAINTING 2.5 credits

This course is intended for the student with a high level of interest, technical skills and motivation. This course will build on the techniques learned in Drawing/Painting/ Sculpture or Drawing/Painting with attention given to a more sustained investigation of personal expression. Works generated will be suitable for use in a portfolio. An additional research project, portfolio requirement and digital presentation will be required for honors credit. Outside research will be required for this course. This course is aligned with the Mass. Curriculum Frameworks for visual art.

Prerequisite: B or better in Drawing/Painting/Sculpture, Drawing/Painting or Illustration/Design or permission of the teacher.  
Open to students in grades 10, 11, and 12.

### 648 C.P. ARCHITECTURAL/BUILDING DESIGN 2.5 credits

This course will investigate areas of architectural design, interior design, landscape design and technical drawing. All work will be done by hand, not using a computer program. Students will design and construct scale model structures. Outside research will be required for this course. This course is aligned with the Mass. Curriculum Frameworks for visual art.

Prerequisite: B or better in Art Foundation or permission of the teacher.  
Open to students in grades 10, 11, and 12.

### 650 C.P. CLAY/SCULPTURE 2.5 credits

This course will deal with three-dimensional expression in many forms. Sculpting techniques, as well as the more utilitarian skills of hand building and wheel throwing, will be developed. Works will be created using a variety of materials including clay, plasticene, metal, wood, wire, stone, plastic, found materials, etc. Projects will be developed from direct observation, imagination and in abstract and non-abstract formats. This course will also include research done both in and out of class. This course is aligned with the Mass. Curriculum Frameworks for visual art.

Prerequisite: C+ or better in Art Foundation or permission of the teacher.  
Open to students in grades 10, 11, and 12.

### 651 C.P. ADVANCED CLAY/SCULPTURE 2.5 credits

This course will build on the techniques learned in Drawing/Painting/ Sculpture, or Clay/Sculpture with attention being given to a more sustained investigation of personal expression. This course is intended for the student with a high level of interest, technical skills and self-motivation. Works generated may be suitable for a

portfolio. **An additional research project, portfolio requirement and digital presentation will be required for honors credit. Outside research will be required for this course. This course is aligned with the Mass. Curriculum Frameworks for visual art.**

Prerequisite: B or better in Drawing/Painting/Sculpture or **Clay/Sculpture** or permission of the teacher.  
Open to students in grades 10, 11, and 12.

### **655 C.P. PHOTOGRAPHY 2.5 credits**

This is a basic introductory course in black and white photography. The outline for the course includes 35 mm. camera mechanics and functions, choosing appropriate film, shooting, developing and printing black and white photographs, presentation and touch up. The course may also include references to the history of photography as students work to build their style. Enrollment is limited based on lab space. **This course is aligned with the Mass. Curriculum Frameworks for visual art.**

Open to students in grades 10, 11 and 12.

### **656 C.P. ADVANCED PHOTOGRAPHY 2.5 credits**

This course will build on the techniques learned in Photography. Students will work on building a personal body of work as they increase their technical understanding and competence. Some advanced techniques will be introduced including solarization, kodalith, and double negative printing. Critical analysis of professional photographic work will be combined with the investigation of various careers in both commercial and creative photography.

Prerequisite: B or better in Photography or permission of the teacher.  
Open to students in grades 10, 11, and 12.

### **660 ADVANCED PLACEMENT (AP) STUDIO ART/DRAWING/2D DESIGN and 3D DESIGN/PORTFOLIO DEVELOPMENT 10.0 credits**

This course is designed for the serious art student who may be preparing a portfolio for higher education, who may be thinking of an art major/minor, or who is interested in furthering their artistic pursuits. This course will build directly on the skills learned in advanced art classes. Students will work independently to establish a coherent, individual body of work, **which meets all of the AP Portfolio requirements for submission to the College Board.** Speakers, guest artists/instructors, research, critiques, and workshops will enhance this course. **Students will also take part in a multiple partnership program with the Peabody Essex**

**Museum and Montserrat College of Art. Students must meet with the teacher in the year prior to that which they wish to enroll. Students will be required to do summer work and must choose an area of concentration prior to the start of class in the fall. A list of requirements is available from the instructor or from guidance. Students may enroll and submit their portfolio as a junior and/or senior. It is recommended that students begin this course or take a minimum of two upper level art courses in their junior year. Students may also wish to enroll in art classes outside of the high school. Students must meet all of the AP portfolio requirements each year, regardless of whether they submit their portfolio to the College Board. Students should check with the colleges of their choice to see if they accept AP credit.**

Students are required to **make slides of their artwork. Students will have access to a digital camera to use in class as well as use of the computer to edit images. Students must provide their own flash drive and will have to process digital images to slides outside of school. Students are responsible for that cost as well as for the AP exam fee.**

**This course has been approved by the College Board to carry the AP designation.**

**Prerequisite: Portfolio review/recommendation of an art teacher along with a B or better in Art Foundation and B or better in at least one other visual art course. Open to students in grades 11 and 12.**

### *MUSIC*

The music program of Beverly High School offers a varied selection of instrumental and vocal music classes, which are open to all students in grades 9, 10, 11, and 12.

### **602 C.P. CHORALE (SINGERS) 5.0 credits**

The Chorale comprises one of the largest ongoing full-year activities at B.H.S. The course is designed to develop skills and interests in the performance of vocal music from the classics to pop. All students electing Chorale are expected to participate in all functions and performances scheduled throughout the year unless they are excused by the instructor or principal. Membership is available to all B.H.S. students and no prior experience is necessary. Opportunities are available for members to audition for District, and All-State.

Open to all students in grades 9, 10, 11, and 12 with an interest in vocal music and ensemble singing. Students must earn a B- or better to continue after their first year.

**606 C.P. BAND****5.0 credits**

The band rehearses five blocks per week during the entire school year. These rehearsals will be held during the school day. During marching season one additional rehearsal will take place in the evening. Music studied by the band will include marches, symphonic band music, and some popular or light classical selections. There will be opportunities for qualified players to perform solos with band accompaniment. Emphasis will be placed on ensemble playing, the perfection of a coordinated group. All students electing Band automatically agree to participate in all functions at which the Band performs unless they are excused by the instructor or principal. These functions include assemblies, parades, competitions, football games, concerts and an occasional civic affair such as a parade on Memorial Day or other holidays.

**609 C.P. CONCERTQUIRE****2.5 credits**

This group is smaller than the chorale, and consists of students who have a desire to perform choreographed vocal selections as well as music of a more challenging nature. Varied music from madrigals to popular styles will comprise the repertoire. Strong emphasis will be placed on jazz, swing, and show choir styles. Students are expected to attend all rehearsals and performances. Quire members may be asked to attend one afternoon rehearsal per week as needed for additional music preparation and choreography.

**610 C.P. VOCAL ENSEMBLE****2.5 credits**

This course is designed to develop skill and interest in the performance of vocal music, especially in a cappella style. Music from classics to pop and of a challenging nature will comprise the repertoire.

Prerequisite: Prior audition by the ensemble director. Open to students in grades 10-12. Ninth graders will be accepted after upperclassmen.

**611 C.P. JAZZ ENSEMBLE****2.5 credits**

Students in this course will study and perform music of the popular idiom. The repertoire for the class will be chosen from the jazz, swing, Dixieland, rock and current popular music fields. Instrumentation will be limited to trumpet, trombone, saxophone, electric guitar, acoustic and electric bass, keyboard, and percussion. All wind and percussion players must be members of the Band.

Prerequisite: Prior audition by the Jazz Ensemble director.

**612 C.P. STRING ENSEMBLE****2.5 credits**

The string ensemble rehearsals will include the study of string literature including symphonic and/or chamber works (contingent on the size of the ensemble) and popular selections. More advanced string skills and coordination of ensemble playing will be emphasized. Attendance at after-school performances is a part of the program and membership in the Beverly Symphony Orchestra is encouraged.

**613 C.P. INTRODUCTION TO MUSIC THEORY****2.5 credits**

This is a fast paced music class which is intended for students with a strong interest in studying the mechanics of music, and who may be preparing for extended study in music at the college level.

This class will cover notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns.

This course will focus primarily on the systems of major-minor tonality, and will incorporate at least a brief introduction to the church modes, pentatonic and other scales.

It will include a brief overview of Twentieth Century terms and technology, music of the current time period and various world cultures.

Essential is the acquisition of correct notational skills and speed and fluency with basic materials.

**614 ADVANCED PLACEMENT (AP) MUSIC THEORY****2.5 credits**

This course will progress to include more sophisticated and creative tasks, such as Harmonization of a melody (e.g., composing a bass line implies appropriate chords), Realization of figured bass, and analysis of repertoire, including study of motivic treatment, examination of rhythmic and melodic interaction between individual voices of a composition, and harmonic analysis of functional tonal passages.

A brief introduction to 20<sup>th</sup> century scales, chordal structures, and compositional procedures will be incorporated, through analysis or original composition. This course will emphasize procedures based in common-practice tonality. Functional triadic harmony in traditional four-voice texture (with vocabulary including no harmonic tones and secondary dominants).

Chromatic Harmony, techniques of modulation, more distant key relationships, and larger musical forms will be touched upon.

A large emphasis will be placed on the development of aural skills. Students should be able to listen to musical works attentively and analytically, developing their

“musical memory” and their ability to articulate responses to formal, stylistic, and aesthetic qualities of the works.

Performance—using singing, keyboard, and student’s primary performance media—will also be a part of the learning process.

An in depth study of sight singing will be covered and practiced.

Prerequisite: Students must have a B- or better in Introduction to Music Theory.

**615 GUITAR I** **2.5 credits**  
**Unleveled**

This class offers all students an opportunity to study guitar in class groups. The semester course is open to beginning level guitarists. Students must provide their own six-string acoustic or electric guitars.

**616 INTRODUCTION TO PIANO/KEYBOARD** **2.5 credits**  
**Unleveled**

This course is designed for students in the general student body who are interested in beginning piano or keyboard instruction as well as for students who are already active student musicians in the music program. Classes will be offered in a setting utilizing an electric piano laboratory format. However, the instruction is designed to be easily transferable to acoustic piano and to other types of electronic keyboards. Students will learn the basics of piano music notation as well as hand and fingering positions for a span of at least three octaves. In addition to notation, students will also be introduced to the basics of traditional chording with major and minor chords in several easy keys.

**617 C.P. PIANO/KEYBOARD II** **2.5 credits**

This course is designed for students who have received a B or better in Piano/Keyboard, or who have had at least one year of private instruction on the Piano. Classes will be offered in a setting utilizing an electric piano laboratory format, however, the instruction is designed to be easily transferable to acoustic piano and to other types of electronic keyboards. Students will expand their knowledge of basic notation to include the notes in a span of five to six octaves while studying and practicing music of a more difficult nature. In addition to notation, students will also build upon their knowledge of basic traditional chording to include augmented and diminished chords as well as chords with 6ths, 7ths, 9ths, and other popular and jazz chord symbols. Students will be expected to be able to work independently and to produce a series of pieces to be performed at quarterly recitals.

**618 ROCK - THE MUSIC OF OUR TIME** **2.5 credits**  
**Unleveled**

This course will deal with the development of American Popular Music as an art form and its relationship to American history and pertinent social issues. Students will explore the evolution of music beginning with influences from Europe and Africa and their adaptation in North America. Emphasis will be placed on sociological cause and effect in musical development.

## FOREIGN LANGUAGES

The Foreign Language Department at **Beverly High School** offers instruction in the modern languages of French, German, Russian and Spanish, as well as the classical language, Latin. **College-bound** students who started a modern language in the middle school are recommended to continue this language for a minimum of **two** years in high school or, preferably, **three or four years**. Students typically take one course in their foreign language sequence per year, but they can speed up their progress by taking language courses both semesters on the block system. Any student can choose a new language and start that sequence of study any time during their high school careers. **Many interested students study two languages at the same time.**

The primary goal of modern language courses is to help the student develop active communication skills: facility in listening to and understanding, reading, writing, and speaking the language in a culturally appropriate manner. Students receive extensive daily practice in these skills in class, **but they have to expect** to study and practice the language at home and complete homework **assignments as a regular aspect of the class**. A student who **obtains** a grade of D in the first year of a language may repeat **the course in order** to obtain a grade of C or better for continuation at the next level.

**In the attempt to bring the reality of the target language to the classroom, teachers in the department** take advantage of the full range of modern media used in language learning: textbooks, listening materials, traditional literature and non-literary readings, video, film, music and the Internet. Students also **have the many study abroad opportunities through Beverly High School’s exchange programs** in Albertville, France, Bargteheide and Nuremburg, Germany, Moscow, Russia, as well as study tours in Spain **and other Hispanic countries.**

**500 C.P. FRENCH 1** **5.0 credits**

This **introductory** course **assumes the student has no prior knowledge of French. Emphasis is placed on speaking, listening to and understanding French. Students will also develop elementary reading,**

**writing and grammar skills. Students will explore many aspects of French culture.**

**502 C.P. FRENCH 2**

**5.0 credits**

This course is **the sequential** continuation of C.P. French 1 with more attention now being given to the structural patterns of the language and special emphasis on writing skills. By the end of this level, students possess the listening, speaking, reading, and writing skills necessary to handle simple, everyday survival tasks in French (e.g. handling routine travel needs or taking care of physical needs). In addition, the student will be trained to express his or her own thoughts in French, initiate a conversation and relate personal information about the past and the future.

Prerequisite: A grade of C or better in C.P. French 1 **or recommendation** of the teacher.

**503 HONORS FRENCH 2**

**5.0 credits**

This course is designed for the highly motivated, highly skilled foreign language student who plans **to continue studying** French at advanced levels. Material is covered at a faster rate than in C.P. French 2 and student performance expectations are higher. Vocabulary will permit discussions of topics beyond the basic survival needs such as personal history and leisure time activities. Greater evidence of grammatical accuracy will be required in all basic oral and written constructions.

Prerequisite: **Grade of B or better** in middle school French 7 and 8, plus **recommendation** of the teacher. **Students who complete CP French 1 at the high school need the recommendation of the teacher to enroll in Honors French 2.**

**504 C.P. FRENCH 3**

**5.0 credits**

This course necessarily begins with a review of all the fundamental structures of the language as a basis for later study of more advanced structures, which emphasize finer points of word meaning and use. **Work with the Allez viens 3 textbook continues the development of conversational French, writing and grammar. Students start reading short stories related to culture and grammar topics and start the creation of self-generated prose in French.**

Prerequisite: **Grade of C or better** in C.P. French 2 or permission of the teacher.

**505 HONORS FRENCH 3**

**5.0 credits**

This course is a continuation of the advanced work begun in Honors French 2. There will be a basic review

of the fundamental language structures, but with a decided increase in the amount of difficulty of the readings and material covered, compared to the normal C.P. French 3 program. Students will be likewise expected to master more vocabulary and be more responsible for producing a highly correct written language. **Directed topic essays will be required.**

Prerequisite: **Grade of B or better** or the recommendation of the teacher.

**506 C.P. FRENCH 4**

**5.0 credits**

This is the **terminal** course in the C.P. (College Prep) French sequence. Its purpose is to **maximize the students' practical communicative skills in French. Students broaden their linguistic and cultural knowledge by learning a broad range of topic-driven vocabulary related to travel and everyday life. They review essential grammar in depth, read a number of short stories, and keep a journal in French.**

Prerequisite: **Grade of C or better** in C.P. French 3.

**507 HONORS FRENCH 4**

**5.0 credits**

This course **continues and strengthens the skills acquired in previous Honors French classes. Grammar is reviewed and refined as needed. Greater emphasis is now placed on reading and writing. Readings of French literary works form an important segment of the course. Oral and written reports are required.**

Prerequisite: **Grade of B or better** in Honors French 3 or **recommendation** of the teacher.

**508/509 \*ADVANCED PLACEMENT (AP) FRENCH 5**

**7.5 credits**

**This two-semester Advanced Placement course in French is the equivalent of an advanced intermediate college course and prepares students to take the A.P. French exam in May. Students engage in an intense review of basic grammar and learn new higher order grammar skills. They are expected to move beyond simple formulations and push themselves to more articulate self-expression and discussion of topics, both in writing and in speech. In addition to working on assignments, students are responsible for regular individual and small group performances that demonstrate their skills and progress. Throughout the year, students have the opportunity to read a variety of literary works, learn songs, and memorize poetry and proverbs. By the end of the course, students will be able to write a short timed essay on a given topic, confidently answer questions on a variety of topics,**

and tell a story based on a storyboard, all skills required for the A.P. exam.

**Prerequisite:** Grade of B or better in Honors French 4 or permission of the teacher.

Please note that A.P. French 5 is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credits at the end of the first semester; the final grade and credits appear at the end of the second semester. *This course will not be offered in 2009-2010.*

### **520 C.P. GERMAN 1** **5.0 credits**

This course is designed for students with no prior knowledge of German, the most frequently spoken native language in the European Union. Working with a video-based program, **Auf Deutsch 1**, students acquire beginning communication skills by viewing videos, listening to German spoken by natives, and learn how to use the language for practical communication. Students learn to comprehend, read, speak and write the language while they get to know the culture and history of the German speaking nations of central Europe.

### **522 C.P. GERMAN 2** **5.0 credits**

This course **is the sequential continuation of the CP German 1** exploration of German language and culture with a video-based instructional program. By the end of this level, students possess the listening, speaking, reading and writing skills necessary to handle simple, everyday survival tasks in German (e.g. handling routine travel needs or taking care of physical needs). In addition, the student learns to express personal thoughts in German, initiate a conversation and relate personal information about the past and future.

**Prerequisite:** Grade of C or better in CP German 1 or **recommendation** of the teacher.

### **523 HONORS GERMAN 2** **5.0 credits**

This course, open to students who completed 8<sup>th</sup> Grade German or C.P. German 1 with distinction, is designed for the highly motivated, highly skilled foreign language student who is eager to develop active communication skills and who plans to study German into advanced levels. The video-based material is covered at a faster rate than in C.P. German 2 and students are expected to use German for all class communication. Vocabulary will permit discussions of topics in the present, past and future tenses beyond basic survival needs such as personal history and leisure-time activities. Greater evidence of grammatical accuracy will be required in all basic oral and written constructions.

**Prerequisite:** Grade of B in middle school German 7 and 8, plus **recommendation** of the teacher. **Students who complete C.P. German 1 at the high school need the recommendation of the teacher to enroll in Honors German 2.**

### **524 C.P. GERMAN 3** **5.0 credits**

This course aims to build students' active vocabulary in German and expand the skills they need to be better communicators in German. While students learn more advanced grammar and continue to improve their grammatical precision, special emphasis is placed on expanding active vocabulary, learning to use it for self-expression, **and applying it in projects and presentations.** Work with pop music, video, film and readings deepens students' knowledge and appreciation of the **German** language and culture.

**Prerequisite:** Grade of C or better in C.P. German 2 or **recommendation** of the teacher.

### **525 HONORS GERMAN 3** **5.0 credits**

This course **continues** the advanced work **started in other Honors German classes.** After completing a basic review of the fundamental language structures, students **strive to gain control** of more advanced grammar and stylistic challenges. Students will be expected to master more vocabulary and use it **as they** develop their expository skills in German **to write short essays or keep a journal.** Challenging readings of representative literary works, along with study of contemporary German media, give the student a better understanding and appreciation of the German-speaking nations of Europe.

**Prerequisite:** Grade of B or better in Honors German 2 **and recommendation of the teacher.**

### **526 C.P. GERMAN 4** **5.0 credits**

This is the **terminal** course in the C.P. (College Prep) German sequence. Its goal is to make maximum practical use of the German language skills developed in the previous years for creative personal expression. Students get to read a variety of texts, study a radio play, continue the expansion of their grammar and vocabulary skills, and engage in creative projects. We hope to accomplish this with a curriculum which **includes** a deeper understanding of values and behaviors of the German speaking **people**; by recognizing similarities as well as differences among cultures; by helping students develop critical thinking skills; and by frequent use of the language in class as a means of communication.

**Prerequisite:** Grade of C or better in C.P. German 3.

**527 HONORS GERMAN 4****5.0 credits**

This course strives to develop skills in students that prepare them for advanced work in German. Students hone their advanced grammar skills while developing a sense of style and register in the language. Students focus on massive vocabulary expansion through reading and study of contemporary literature, non-fiction texts, recent newspaper and magazine articles, and Internet resources. Movies, videos and music are important

components of the study of modern German culture. Oral and written reports **and projects** are required.

**Grade** of B or better in Honors German 3 **and recommendation** of the teacher.

**528/529 \*ADVANCED PLACEMENT (AP) GERMAN 5****7.5 credits**

**This two-semester Advanced Placement course in German is the equivalent of an advanced intermediate college course and prepares students to take the A.P. German exam in May. Students engage in an intense review of basic German grammar and learn new higher order grammar skills. They are expected to move beyond simple formulations and push themselves to articulate self-expression and discussion, both in writing and in speech. Students are responsible for regular individual and small group performances that demonstrate their skills and progress. Throughout the year, students have the opportunity to read a variety of literary works, study film and music, and use the Internet as a research tool. By the end of the course, students will be able to write a short timed essay on a given topic, confidently answer questions on a variety of topics, and tell a story based on a storyboard, all skills required for the A.P. exam.**

Prerequisite: Grade of B or better in Honors German 4 **and recommendation** of the teacher.

**Please note that A.P. German 5 is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credits at the end of the first semester; the final grade and credits appear at the end of the second semester. This course will not be offered in 2009-2010.**

**530 C.P. LATIN 1****5.0 credits**

In this course students will learn to read and write basic Latin. The course is designed around a series of Latin readings that become more difficult as the year progresses. Students will learn about the daily life of the

ancient Romans as well as some of their history and mythology. It is expected that all Latin students will come prepared to memorize the material required to allow them to read, write and even speak in simple Latin sentences. Students will also increase their English vocabulary through the study of Latin.

**532 C.P. LATIN 2****5.0 credits**

Like Latin 1, this course is designed around Latin readings that introduce students to vocabulary, grammar and many aspects of daily life in ancient Rome. Students will continue to expand their Latin vocabulary and to learn some complex Latin grammar. Students will read, write and speak increasingly complex Latin sentences. Short readings from genuine Latin texts will be introduced.

Prerequisite: **Grade** of C or better in C.P. Latin 1.

**533 HONORS LATIN 2****5.0 credits**

This course is for the highly motivated student who has demonstrated success in learning the material taught in Latin 1. This course is designed around Latin readings that introduce students to vocabulary, grammar and many aspects of daily life in ancient Rome. In this course students will continue to expand their Latin vocabulary and to learn some complex Latin grammar. Students will read, write and speak increasingly complex Latin sentences. Readings from genuine Latin texts will be introduced, translated, and studied in their cultural and historical contexts.

Prerequisite: **Grade** of B or better in C.P. Latin 1 and recommendation of the teacher.

**534 C.P. LATIN 3****5.0 credits**

Students will continue to improve their ability to read and write Latin through the review and further study of Latin grammar and syntax. Students will read and translate longer passages from genuine Latin texts and compose Latin prose sentences. A combination of English and Latin readings will increase the students' understanding of Roman culture, mythology and history.

Prerequisite: **Grade** of C or better in C.P. Latin 2 and recommendation of the teacher.

**535 HONORS LATIN 3****5.0 credits**

This course continues the rigorous study of Latin begun in Honors Latin 2. Students will continue to improve their ability to read and write Latin through the review and further study of Latin grammar and syntax. Students will read and translate longer passages from genuine Latin texts and compose Latin prose sentences. A combination of English and Latin readings will increase

the students' understanding of Roman culture, mythology and history.

Prerequisite: **Grade** of B or better in Honors Latin 2 and recommendation of the teacher.

**536 C.P. LATIN 4** **5.0 credits**

This is the **terminal** course in the C.P. Latin sequence. Its purpose is to offer a forum whereby interested students can make practical use of the language skills developed in earlier years.

Prerequisite: **Grade** of C or better in C.P. Latin 3 **and recommendation of the teacher.**

**537 HONORS LATIN 4** **5.0 credits**

This is a rigorous course designed for students to read genuine Latin. Students will read, with assistance, selections from Latin prose and poetry and study them within their cultural and historical contexts. Emphasis will be placed on reading comprehension. Students will be expected to apply their knowledge of grammar and vocabulary to read Latin texts written in the Classical, Late Antique, Medieval and Renaissance periods.

Prerequisite: **Grade** of B or better in Honors Latin 3 and recommendation of the teacher.

**538/539 ADVANCED PLACEMENT (AP) LATIN** **7.5 credits**

**This two-semester course concentrates on authors of Latin Poetry and some prose. The syllabi will include reading substantial portions of Virgil's Aeneid and several poems of Catullus, plus authors such as Horace, Cicero and Ovid. Emphasis will be placed on analyzing, discussing and writing critical essays on Latin poetry. The fundamentals of Latin grammar will be reviewed in conjunction with a thorough exploration of Late Republican Rome.**

**Prerequisite: Grade of B or better in Honors Latin 4 and recommendation of the teacher.**

**Please note that A.P. Latin is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credit at the end of the first semester; the final grade and credits appear at the end of the second semester. Not offered in 2008-2009.**

**560 C.P. RUSSIAN 1** **5.0 credits**

This course is open to the general student body. **Using the textbook Nachalo**, the emphasis **of the course** will be on developing the abilities of the student to

communicate and to develop oral proficiency. **Students learn to read and write the Cyrillic alphabet and study the rudiments of Russian grammar.** The course is mostly conversational and will consider everyday topics and survival situations.

**561 C.P. RUSSIAN 2** **5.0 credits**

This course is **the sequential** continuation of the C.P. Russian 1 course. The use of the skills gained in listening and speaking will be the basis for the completion of the first level of Russian **in Nachalo 1.** Greater emphasis is now placed on the reading and writing skills. In addition, the **students start to** explore many aspects of contemporary Russian life, stressing topics of interest to the student's own age group.

Prerequisite: **Grade** of C or better in C.P. Russian 1 **and recommendation** of the teacher.

**562 C.P. RUSSIAN 3** **5.0 credits**

This course is designed to be elected by students in the general student body who have successfully completed C.P. Russian 2 with a grade of C or better. Emphasis will extend from the oral proficiency begun at the novice levels to more reading and writing skills in the classroom and at home. The study of structure will continue to be necessary, too, in order to achieve this goal, but in no way will it be an end in itself. The course parallels other third year courses in the Language Department, in that it follows the "beginning intermediate" skills, centered around common and mildly technical topics of everyday life. Simple oral and written reports will be required.

Prerequisite: **Grade** of C or better in C.P. Russian 2 **and recommendation** of the teacher.

**563 HONORS RUSSIAN 4** **5.0 credits**

Honors Russian 4 is intended for the fourth-year student who has mastered the material in C.P. Russian 3 or its equivalent. Building upon the achievements of this previous course, the curriculum in Honors Russian 4 aims to increase the student's fluency in oral expression, develop his skill in reading and aural comprehension, and extend his understanding of the fundamentals of grammar. Honors Russian 4 has a further objective: to acquaint the student, through the medium of the foreign language, with Russian life and culture of the present day as well as of the eighteenth and nineteenth centuries, of the period of great cultural attainments in Tsarist Russia. The program offers interesting and worthwhile classical literature to attain this end.

Prerequisite: **Grade** of C or better in C.P. Russian 3 **and recommendation** of the teacher.

**540 C.P. SPANISH 1****5.0 credits**

This course is designed for students who are likely to pursue the study of Spanish beyond the recommended two-year minimum. It likewise assumes the student **has no prior knowledge of Spanish. Working with the Ven conmigo! Textbook, students learn to speak, listen to and understand spoken Spanish, and pay attention to reading, writing and grammar. In addition, the student will explore many aspects of the Spanish speaking cultures of Europe, South and Central America.**

**542 C.P. SPANISH 2****5.0 credits**

This course is **the sequential** continuation of C.P. Spanish 1 with more attention now being given to the structural patterns of the language and special emphasis on writing skills. By the end of this level, students should possess the listening, speaking, reading, and writing skills necessary to handle simple, everyday survival tasks in Spanish (e.g. handling routine travel needs or taking care of physical needs). In addition, the student will be trained to express his or her own thoughts in Spanish, initiate a conversation and relate personal information about the past and the future.

Prerequisite: **Grade** of C or better in C.P. Spanish 1 **and recommendation** of the teacher.

**550 C.P. 2 SPANISH 2****5.0 credits**

This **terminal** course is designed for students who will only take the two-year minimum study of Spanish. More emphasis is placed on communication and less emphasis on the **grammatical aspects** of the language. The communication aspect of the language will focus on everyday survival skills that are used in law enforcement, medical fields and business environments. These are needed skills that every community utilizes. Students will be placed in this course by **the recommendation** of the teacher, **and may not continue the study of Spanish after completion of this course.**

**Prerequisite:** recommendation of the teacher.

**543 HONORS SPANISH 2****5.0 credits**

This course, **open to students who completed 8<sup>th</sup> grade Spanish or C.P. Spanish 1 with distinction**, is designed for the highly motivated, highly skilled foreign language student who **is eager to develop active communication skills and who** plans to study Spanish into advanced levels. Material is covered at a faster rate than in C.P. Spanish 2 and student performance expectations are higher. Vocabulary will permit discussions of topics beyond the basic survival needs

such as personal history and leisure time activities. Greater evidence of grammatical accuracy will be required in all basic oral and written constructions. Weekly compositions are required.

Prerequisite: **Grade** of B in middle school Spanish 7 and 8, plus **recommendation** of the teacher. **Students who complete C.P. Spanish 1 at the high school need the recommendation of the teacher to enroll in Honors Spanish 2.**

**544 C.P. SPANISH 3****5.0 credits**

This course necessarily begins with a review of all the fundamental structures of the language as a basis for later study of more advanced structures, which emphasize finer points of word meaning and use. Various laboratory exercises on many aspects of Spanish life give the students a background for appreciation of the Spanish people and their culture. The use of oral and written reports continues, and there is still emphasis on building up listening comprehension and oral use. Free composition is now introduced.

Prerequisite: **Grade** of C or better in C.P. Spanish 2 **and recommendation** of the teacher.

**545 HONORS SPANISH 3****5.0 credits**

This course is a continuation of the advanced work begun in Honors Spanish 2. There will be a basic review of the fundamental language structures, but with a decided increase in the amount of difficulty of the readings and material covered, compared to the normal C.P. Spanish 3 program. Students will be likewise expected to master more vocabulary and be more responsible for producing a highly correct written language. Readings will embrace representative literary works (novels, plays, and short stories), both classical and modern. Supplementary reading by individuals is required. Weekly compositions are required.

Prerequisite: **Grade** of B or better in Honors Spanish 2 **and recommendation** of the teacher.

**546 C.P. SPANISH 4****5.0 credits**

This is the **terminal** course in the C.P. (College Prep) Spanish sequence. Its purpose is to offer a forum whereby interested students can make practical use of the language skills developed in earlier years. We broaden linguistic and cultural knowledge through instruction, which is relevant and meaningful in content. **To accomplish this, students review verb tenses and grammatical structures previously learned. Students gain a deeper understanding of the values and behaviors of the Spanish speaking world. Students read several short stories by various authors, learn new vocabulary, view Destinos (a**



global perspective. The course emphasizes critical and analytical thinking, reading, and writing skills necessary for success in a college level history course. Course requirements will include essays, document-based questions, book reviews, and considerable outside reading. Students will be encouraged to take the Advanced Placement Exam in World History in May in order to possibly receive college credit.

Prerequisite: Successful completion of World History 9 or the equivalent.  
Open to students in grades 10, 11, and 12.

**Please note that AP World History is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credits at the end of the first semester; the final grade and credits appear at the end of the second semester.**

**210 HONORS WORLD & US HISTORY 10 5.0 credits**  
**211 C.P. WORLD & US HISTORY 10 5.0 credits**

In these courses, grade 10 students will study World History from the Industrial Revolution through the present day followed by United States History during the Federalist period to 1800 emphasizing our nation's founding documents. Included in this course will be units on civics and government, economics, and geography with particular emphasis placed upon how these disciplines have affected the development of our modern world.

Prerequisite: Successful completion of World History 9 or the equivalent.

**223/224 ADVANCED PLACEMENT (AP) UNITED STATES HISTORY 7.5 credits**

In this full-year course, students will study United States History from exploration to the present. Integrated into the study of history will be units on civics and government, economics and geography. Course requirements will include book reviews and document-based questions, as well as considerable outside reading and a 7-10 page research paper. A major portion of the course will be devoted to the research and analysis of primary documents in United States history. This course is intended for those students who wish to study United States History in greater depth than is possible in the one-semester grade 11 U.S. History courses. Students who take this course are encouraged to take the Advanced Placement (AP) United States History Examination in May of their junior year in order to receive college credit.

Prerequisite: Successful completion of World History 9 and 10 or the equivalent.  
Open to students in Grades 11 and 12.

**Please note that AP US History is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credits at the end of the first semester; the final grade and credits appear at the end of the second semester.**

**220 HONORS U.S. HISTORY 11 5.0 credits**  
**221 C.P. 1 U.S. HISTORY 11 5.0 credits**  
**222 C.P. 2 U.S. HISTORY 11 5.0 credits**

In these courses, students will concentrate on events and people of the 20<sup>th</sup> century. The major part of these courses will cover the time period from 1877 to the present. The course will include units on civics and government, economics, and geography.

Prerequisite: Successful completion of World/US History 10 or the equivalent.

### ELECTIVES FOR SOCIAL STUDIES

CATEGORY/Title	Grade	Credits
American Foreign Relations	12	5.0
Humanities (formerly Classical Studies)	11, 12	2.5
Facing History and Ourselves	11, 12	2.5
Legal Systems in America	11, 12	2.5
Psychology	12	2.5
Sociology	11, 12	2.5
United States Government	10-12	2.5
Contemporary World Issues	10-12	2.5

**240 C.P. UNITED STATES GOVT. 2.5 credits**

In this course, sophomores, juniors and seniors will study government principles and practices in the United States. Drawing on the field of behavioral social science and political science, the curriculum will show how the functions of government are determined by the people. The student should come to know that political behavior is determined by culture, personality, special interests, and socio-economic factors. Development of citizenship skills such as acquiring and using information, assessing personal involvement, making judgments and communicating, is a vital part of this learning experience.

Open to students in grades 10, 11, and 12.

**241 C.P. LEGAL SYSTEMS IN AMERICA 2.5 credits**

The objective of this course is to give students an overview of the legal system of the United States, its framework of law, and operating procedures and institutions. In this course students are encouraged to investigate our legal system, while developing skills of critical analysis, decision-making, and values clarification.

Open to students in grades 11 and 12.

**242 C.P. PSYCHOLOGY 2.5 credits**

In this senior-year program, students will be presented with an introductory behavioral social science course. This curriculum provides basic understandings in the history of psychology, the scientific approach to social studies, schools of psychology, learning and memory, stress and stress-reduction, psychological dysfunction, and parapsychology. Current issues in psychology will be presented throughout the course with emphasis on reading and writing units, public speaking, testing skills, and transition to college-level work.

Open to students in grade 12 only.

**243 HONORS AMERICAN FOREIGN RELATIONS 5.0 credits**

In this course, seniors will have the opportunity to elect a half-year program of study that focuses on American foreign affairs since 1898. This curriculum affords students the opportunity to expand their knowledge of United State history from a foreign affairs perspective. Focusing on the history of foreign relations and national policy, the course provides extensive treatment of our government's interaction with the world as a whole. American Foreign Relations offers students a study of American diplomatic history and features extensive material on the Cold War, Vietnam, the Middle East, Central America, the war on Terrorism and full treatment of the nuclear arms race with the former Soviet Union, the role of the Central Intelligence Agency and the National Security Agency in shaping our country's relationship with the world.

Prerequisite: Successful completion of United States History or the equivalent.

Open to students in Grade 12 only.

**244 C.P. SOCIOLOGY 2.5 credits**

Sociology is the study of human relationships. In this course, juniors and seniors will be given the opportunity to study a behavioral social science for the first time. In this course, students will examine the general organization of society in terms of class structure and social institutions. They will also look at social processes such as cooperation, competition, conflict, prejudice, and discrimination. Students will also consider the cultural heritage and values of Americans. A major part of the course will deal with peer relationships, education, deviant social behavior, cults and religions.

Open to students in grades 11 and 12.

**247 C.P. FACING HISTORY 2.5 credits**

Students will examine the roots of hate and acts of hatred in an attempt to understand history not as a series of inevitable events, but as a sequence of events resulting from individual actions and decisions through time. Students will examine their roles and responsibilities as global citizens, the diameters of their "universe of obligation," and the potential for wide-reaching impact that every individual has daily. These themes will be examined through a series of readings, videos, activities and reflections. Activities also include guest speakers and possible trips to Holocaust or genocide exhibits. The primary historical case study of the course will be the examination of the Holocaust. Also included will be shorter units that will examine other acts of genocide, such as Rwanda, Armenia and Cambodia. Course requirements would include the examination of primary documents concerning the Holocaust, outside readings, document-based questions and a research project.

Prerequisite: Successful completion of World History 9 and World & US History 10.

Open to students in grades 11 and 12.

**251/252 HONS/C.P. 1 HUMANITIES 2.5 credits**

Humanities focuses on the study of the arts, religion, literature and mythology of cultures from Pre-historic times through the Renaissance. Students will be responsible for integrating classical studies and other cultural studies with visual sources. Projects, presentations and independent study are important requirements to the successful completion of this course.

Prerequisite: Successful completion of World & US History 10

Open to students in grades 11 and 12.

**253 C.P. CONTEMPORARY WORLD ISSUES 2.5 credits**

This course will focus on issues and crises confronting the world community. Central to the course will be the United Nations, and its leadership role in resolving conflict. *Contemporary World Issues* requires completion of individual research and writing assignments on a timetable, oral presentations, debate, and learning parliamentary procedure. Students are expected to participate in a Model United Nations Conference during the semester (which may be an overnight trip) and to participate in the Model United Nations Club. **There will be a financial commitment asked of students for the Model UN Conference.**

Open to students in grades 10, 11 and 12.

## MATHEMATICS

The Mathematics Department at Beverly High School offers a variety of courses to prepare students with different backgrounds for their futures.

In accordance with the Curriculum and Evaluation Standards of the National Council of Teachers of Mathematics, mathematical study at Beverly High School "revolves around a core curriculum that is differentiated by the depth and breadth of the treatment of topics and by the nature of applications." We encourage students to pursue the study of mathematics throughout high school.

Honors courses are designed to prepare students for the Advanced Placement (AP) Calculus AB Examination of the College Board. These courses are demanding in both commitment of time and sophistication of mathematics.

College preparatory courses sometimes are offered at two parallel levels. C.P. 1 courses offer preparation for students of good ability who are planning for college majors that require a solid mathematics background. C.P. 2 courses offer preparation for college mathematics at a more moderate pace. All these courses require significant time, commitment, and seriousness of purpose.

All mathematics courses at Beverly High School make appropriate use of technology, and problem solving is a universal theme. A graphing calculator is an important tool for contemporary mathematics. Students are urged to bring a graphing calculator to class and learn to use it wisely and skillfully.

From time to time it may be appropriate for a student to change from one sequence of courses to another, either higher or lower. Each student's mathematics teacher is well informed about the individual's work in mathematics and can offer advice about course placement.

**All students are encouraged to purchase a calculator for use in school and at home and we strongly recommend the purchase of a TI-83/TI-84 calculator. In most math classes, a TI-83 or TI-84 calculator will be a required tool.**

The TI-83 or 84s are graphing calculators that allow students to visualize the mathematical concepts they are studying, which should help in mastering the material. The TI-84 offers limited word processing capabilities via an attachable keyboard.

**300 ALGEBRA CONCEPTS** **5.0 credits**  
**Standard (formerly Math 9)**

Students will engage in problem solving, communicating,

reasoning, connecting, and representing as they: identify and use the properties of operations and real numbers; simplify numerical expressions, including those involving positive integer exponents of the absolute value; demonstrate an understanding of the relationship between various representations of a line; determine a line's slope and x- and y- intercepts from its graph or from a linear equation that represents the line; find a linear equation describing a line from a graph; solve equations and inequalities including those involving absolute value of linear expressions; select, create, and interpret an appropriate graphical representation for a set of data and use appropriate statistics to communicate information about the data; understand and apply basic concepts of probability. **This is not a college preparatory course.**

**301 C.P. GEOMETRY CONCEPTS** **5.0 credits**  
**(formerly Math 10)**

Students engage in problem solving, communicating, reasoning, connecting, and representing as they: solve simple triangle problems using the triangle angle sum property and/or the Pythagorean theorem; using rectangular coordinates, calculate midpoints of segments, slopes of lines and segments, and distances between two points, and apply the results to the solutions of problems. Find linear equations that represent lines either perpendicular or parallel to a given line and through a point. Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles; find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones when given formulas; recognize and solve problems involving angles formed by transversals of coplanar lines; use ratio and proportion in the solution of problems. **This is not a college preparatory course.**

**302 C.P. COLLEGE REVIEW MATHEMATICS** **5.0 credits**

This course will reinforce and expand upon concepts presented in Algebra/Geometry Concepts. The emphasis will be on collecting and analyzing data, solving problems, and using mathematics to model real world situations. This course will prepare the college bound non-math major students for the required math courses he/she will encounter in his/her college career. Graphing calculators and programs such as *Sketchpad* will be used throughout the course as a tool for problem solving and to develop students' understanding.

Students who have completed Pre-Calculus ARE NOT eligible for this course.

**303 ALGEBRA II CONCEPTS** **5.0 credits**  
**Standard**

**Students will engage in a concrete approach to quantitative problem solving. Topics will include: Graphical models, Matrices, Linear functions-including inequalities, Systems of equations – including inequalities, Arithmetic and geometric growth patterns, Quadratic functions and other selected topics in practical algebraic problem solving.**

**Prerequisite: a passing grade in both Algebra and Geometry Concepts.**

**310 HONORS ALGEBRA I 5.0 credits**

This course addresses all of the same topics as C.P. 1 Algebra I Parts A and B, but does so in a single semester. Its purpose is to expand and reinforce the skills that a student has previously acquired in an 8<sup>th</sup> grade Algebra I course.

**Note:** Students who attended middle school in Beverly, and who received a grade of A- or higher, will have that middle school course and grade placed in their high school transcript. This course will be given high school credit but will not affect GPA or honor roll status for the student. Honors Algebra I will run first semester only so that it may be elected in combination with an Algebra II course (in the same school year in sequence).

Prerequisite: The student must have previously passed an Algebra I course, or receive permission from the academic division leader.

- 312 C.P. 1 ALGEBRA I Part A 5.0 credits**
- 313 C.P. 1 ALGEBRA I Part B 5.0 credits**
- 314 C.P. 2 ALGEBRA I Part A 5.0 credits**
- 315 C.P. 2 ALGEBRA I Part B 5.0 credits**

This course studies the properties and structure of the real number system. Topics include solving, graphing and writing linear equations, radicals, quadratic equations, polynomials, exponents, systems of linear equations, and linear inequalities. Graphing calculators will be used extensively in this course.

Prerequisite: **C.P. 1:** A grade of B- or better in Pre-Algebra or permission of the department head. A grade of C- or above to go to Part B.

**C.P. 2:** A grade of C- or better in Pre-Algebra. B or better in Math 9. A grade of C- or above to go to Part B.

- 370 HONS. MCAS MATH STRATEGIES 2.5 credits**
- 371 C.P. 1 MCAS MATH STRATEGIES 2.5 credits**
- 372 C.P. 2 MCAS MATH STRATEGIES 2.5 credits**

Passage of the 10<sup>th</sup> grade MCAS is a major objective of the 10<sup>th</sup> grade mathematics experience. Research and good judgment suggest that it is in the student's best

interest to be actively engaged in mathematics throughout their sophomore year. This course is designed to run the semester opposite the student's regular 10<sup>th</sup> grade mathematics selection. The student should elect the level of MCAS math strategies that matches that regular selection.

This course will focus on all four of the mathematics strands outlined in the Massachusetts frameworks along with test taking skills and practice questions. Every student should enroll in this course.

Exemptions: Scored advanced in the mathematics portion of the 8<sup>th</sup> grade test, previous passage of the mathematics portion of the 10<sup>th</sup> grade test, or written request by parent or guardian.

- 320/321 HONORS ALGEBRA II (9<sup>th</sup>/Non-9<sup>th</sup>) 5.0 credits**
- 322/323 C.P. 1 ALGEBRA II (9<sup>th</sup>/Non-9<sup>th</sup>) 5.0 credits**
- 324 C.P. 2 ALGEBRA II 5.0 credits**

Algebra II continues the study of algebraic concepts and methods so that students can model real-world phenomena with a variety of functions and represent and analyze relationships using tables, verbal rules, and graphs. Topics will include quadratics, arithmetic, and geometric sequences and series, conic sections, complex numbers, systems of linear and quadratic equations, and inequalities. Graphing calculators will be used extensively in this course.

Prerequisite: **Honors:** For 8<sup>th</sup> grade students, a grade of A- in Algebra I, and a grade of 80% or better on the High School Algebra II placement test and 8<sup>th</sup> Grade teacher recommendation. For high school students, a grade of A- in C.P. 1 Algebra I (Parts A and B).

**C.P. 1:** A grade of B- or better in Algebra I (Grade 8)/C.P. 1 Algebra I and a grade of 75% or better on the High School Algebra II placement test.

**C.P. 2:** A grade of C- or better in Algebra I.

- 330 HONORS GEOMETRY 5.0 credits**
- 331 C.P. 1 GEOMETRY 5.0 credits**
- 332 C.P. 2 GEOMETRY 5.0 credits**

Geometry teaches students to represent problem situations with geometric models and apply properties of figures, to classify figures in terms of congruence and similarity and apply these relationships, to deduce properties of and relationships between figures from given assumptions, and to develop an understanding of an axiomatic system. Algebra skills will be applied and reinforced throughout these courses. Graphing calculators will be used.

Prerequisite: **Honors:** B- or better in Honors Algebra II or a grade of A in C.P. 1 Algebra II.

**C.P. 1:** A grade of B- or better in C.P. 1 Algebra II or B- in C.P. 1 Algebra I at High School or permission of the

academic division leader.

**C.P. 2:** A grade of C- or better in Algebra I.

**340 HONORS PRECALCULUS 5.0 credits**

**341 C.P. 1 PRECALCULUS 5.0 credits**

This course presents advanced topics in trigonometry, analytical geometry, and algebra in preparation for the study of Advanced Placement (AP) Calculus or Calculus. Graphing calculators will be used extensively in this course.

Prerequisite: **Honors:** A grade of B- or better in Honors Algebra II or an A in C.P. 1 Algebra II.

**C.P. 1:** A grade of B- or better in C.P. PreCalculus. C or better in Honors PreCalculus.

**350/351 ADVANCED PLACEMENT (AP) CALCULUS AB 7.5 credits**

This course serves those students who wish to pursue college-level study in mathematics while in high school. It offers the equivalent of a semester of college calculus in preparation for the Advanced Placement (AP) Calculus AB examination of the College Board. Graphing calculators will be used extensively in this course.

Prerequisite: A grade of B- or better in Honors Pre-Calculus or an A in C.P.1 Pre-Calculus.

**Please note that AP Calculus is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credits at the end of the first semester; the final grade and credits appear at the end of the second semester.**

**352 C.P. CALCULUS 5.0 credits**

This course provides an introduction to differential and integral calculus for students who plan to continue their study of calculus at college. Graphing calculators will be used extensively in this course.

Prerequisite: A grade of B- or better in C.P. PreCalculus. C or better in Honors PreCalculus.

### ELECTIVES FOR MATHEMATICS

CATEGORY/Title	Grade	Credits
AP Statistics	11,12	7.5
Mathematics Sat Prep	11,12	2.5
MCAS Strategies (non-10 <sup>th</sup> gr.)	11,12	2.5
Proj. In Statistics And Physics	11,12	5.0
Statistics And Probability	11,12	2.5
Statistics in Sports	11,12	2.5

**361/362 MATHEMATICS SAT PREP 11/12 2.5 credits Unleveled**

This is a course is for students who want to maximize their potential on the mathematics section of the PSAT or the SAT.

Mathematics SAT Prep 12, aimed at seniors, is a single block course offered first semester. Mathematics SAT Prep 10/11, aimed at sophomores and juniors, is a single block course offered the second semester.

Prerequisite: Passing grade in Algebra I and Geometry.

**363 C.P. 1 STATS AND PROBABILITY 2.5 credits**

**364 C.P. 2 STATS AND PROBABILITY 2.5 credits**

This course deals with the collection, organization, and interpretation of numerical data as well as the study of random experiments. Computers and graphing calculators will be used extensively in this course.

Prerequisite:

**C.P. 1:** A grade of B- or better in Algebra II or permission of department leader.

**C.P. 2:** C- or better in Algebra II or permission of department leader.

**365 C.P. PROJECTS IN STATS/PHYSICS 5.0 credits**  
*Combined Course/One Grade/2.5 Credits Math, 2.5 Credits Science*

This is a project-focused course. Students will alternate each week between directed instruction in math and physics and an independent study project.

The independent study project will have the students work in groups of two or three with a professional. The students will develop the scope and objectives of the project with the industry "mentor". The proposal will then be submitted to the instructors for approval. The proposal must clearly explain the math and physics components of their project. The students will be expected to visit the mentor, communicate with the mentor electronically, and work independently during these weeks of instruction.

The directed study week will alternate topics in math and physics. The mathematics topics will focus on the use of the computer and graphing calculator. Topics such as spreadsheets, Power Point, data bases, inferential and probabilistic statistics, and linear and exponential regressions will be addressed. The physics topics will be selected to supplement the projects. They will be selected from the fields of electronics, health/thermodynamics, electricity/magnetism, optics, and modern physics. The student's grade will be

determined by equally weighting the course and project facets of the course.

Although some of the mathematics and physics topics are included in existing Beverly High School courses, there is no significant overlap and students taking other physics and/or math courses should be encouraged to elect this course.

Open to students in grades 11 and 12.

### **366 C.P. STATISTICS IN SPORTS                      2.5 credits**

This course deals with the collection, organization, and interpretation of numerical data as it relates to sports. The course will utilize both introductory statistics (graphs, categorical data analysis, analysis of variance), as well as more advanced methods (logistic regression, smoothing methods) in the study of sports statistics and their effect. Outside reading, presentations, and/or research will be expected.

Prerequisite: Successful completion of Algebra I & II, and Geometry.

Open to students in Grades 10, 11 and 12.

### **367/368 ADVANCED PLACEMENT (AP) STATISTICS                      7.5 credits**

AP Statistics will acquaint the students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The broad concepts include: Exploring data – describing patterns and departures from patterns, Sampling and Experimentation – planning and conducting a study, Anticipating patterns – exploring random phenomena using probability and simulation, Statistical inference – estimating population parameters and testing hypothesis. The TI 83/84 Graphing Calculator is required for class. Computers and calculator will allow students to focus deeply on the statistics concepts involved, the ideas, computations and connections with actual events. Students will work on projects involving the hands-on gathering and analysis of real world data. This course prepares students for the AP examination in Statistics.

Prerequisites: A grade of B- or better in Pre-Calculus or an A- or better in Algebra II

**Please note that AP Statistics is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credits at the end of the first semester; the final grade and credits appear at the end of the second semester.**

### **375 MCAS MATH STRATEGIES                      2.5 credits** **Unleveled**

The course will be unleveled and focus on all four of the mathematics strands outlined in the Massachusetts State Frameworks. Test taking strategies will be emphasized. A diagnostic test will be administered and student instruction will be individualized. The course is also open to 11<sup>th</sup> and 12<sup>th</sup> graders who transferred to BHS from out of state or that have not yet demonstrated competency in the math portion of the MCAS.

### **Additional courses which may be used toward the Mathematics requirement:**

**C.P. 1 Accounting**

**C.P. Business/Consumer Math**

## **SCIENCE, ENGINEERING AND APPLIED TECHNOLOGY**

Honors Courses: Honors Biology, Engineering, Chemistry and Physics are demanding in both commitments of time and sophistication. These courses are designed for the highly motivated and self-disciplined student. The Honors science courses are designed for students considering science or engineering majors in college. Honors courses are prerequisites for Advanced Placement Courses in Biology, Chemistry and Physics.

College Preparatory Courses: All college preparatory courses require a significant time commitment and seriousness of purpose on the part of the student. College preparatory courses are offered at two parallel levels.

### **ATTENTION CLASS OF 2010 AND BEYOND**

Under the present state law, in order to graduate and receive a high school diploma, **students in the Class of 2010 and beyond must pass the state-mandated MCAS test in Science** in addition to English/Language Arts and Mathematics.

This Science MCAS test, unlike the other two exams, will be an end of course assessment, not a cumulative assessment. BHS has 2 paths specifically designed to prepare students to meet this requirement:

1) Honors students may select a semester course in either Honors Biology or Honors Engineering in the 9<sup>th</sup> grade followed by Honors Chemistry (please note there is an Algebra II prerequisite for this) in the 10<sup>th</sup> grade.

2) College Prep students will take Introduction to Biology & Engineering for 1 semester in 9<sup>th</sup> grade. Students may select a semester class in either Biology or Engineering in the 10<sup>th</sup> grade.

Both options above require 7.5 credits prior to taking the MCAS Science test. This is necessary for complete preparation for the test. Ninth grade honors students may take the MCAS Science test at the end of ninth

grade.

#### **402 C.P. INTRO TO BIOLOGY & ENGINEERING** **5.0 credits**

This is a first course in high school laboratory science. The course covers several fundamental concepts in Biology and Engineering, giving students a solid foundation in each and allowing each student to make an enlightened choice as to which of the two courses wish to continue to study in his/her sophomore year.

It is a course that gives the student several opportunities to work in small groups. Teamwork and communication skills will be emphasized. The biology portion will be inquiry based and integrate several computer competencies with the activities. The engineering portion will be design process based. Analytical problem-solving techniques will examine the physics concepts of heat transfer and thermodynamics. In both portions research and critical thinking will be required.

The two strands will be presented in separate quarters and students should expect to change instructors at the end of the quarter.

#### **410/411 ADVANCED PLACEMENT (AP) BIOLOGY** **7.5 credits**

This course is a second year, second level biology elective. The curriculum will include an in-depth study of the following topics: cellular anatomy and physiology, metabolic pathways, cell division, photosynthesis, cellular respiration, molecular and Mendelian genetics, population studies, ecology, classification, transpiration, ecosystems, behavior, and selected topics determined by the instructor.

This course serves to prepare students who wish to maximally challenge themselves with college level study of biology or biochemistry while in high school. The program offers the equivalent of a year of college biology in preparation for the Advanced Placement (AP) Biology examination, offered in the spring.

Students electing this course must be highly motivated to do "outside" reading and work independently. A student electing this program should have a serious interest in the possibility of majoring in science or a related field at a four-year college/university.

Knowledge of the fundamentals of chemistry would be an asset to students enrolled in this class. Graphing calculators will be used in this course.

Prerequisite: B- in Honors Biology and Honors Chemistry or with approval of the Academic Division Leader.

Open to students in grades 11 and 12.

**Please note that AP Biology is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credits at the end of the first semester; the final grade and credits appear at the end of the second semester.**

#### **412 HONORS BIOLOGY** **5.0 credits**

Enrolling in Honors biology as a freshman will have the opportunity to select a second year science course during their senior year.

Honors biology is designed for the highly motivated and self-disciplined high school student who wants to pursue science or a related field while in college.

This course is designed to provide the student with an in depth understanding of the fundamentals of biology at an accelerated pace. Topics to be investigated include biochemistry, cell structure and function, genetics and heredity, evolution and some anatomy and physiology and ecology. This course is designed to meet or exceed the Mass. State Frameworks. Students will be expected to do outside reading and independent work.

Laboratory exercises, demonstrations and cooperative activities, including basic computer applications will be used in this course to supplement the text and classroom materials. Students will be required to demonstrate a thorough understanding of the scientific method through laboratory activities and/or an independent research project.

Students electing to take this level of biology should be interested in pursuing a science-related major at a four-year college or university upon graduation from high school. Graphing calculators and/or computers will be used in this course.

Prerequisite: A B- or better in 8<sup>th</sup> Grade Algebra I or 9<sup>th</sup> Grade Honor/C.P. 1 Algebra II. An A- or better in 8<sup>th</sup> Grade Science.

#### **413 C.P. BIOLOGY** **5.0 credits**

This course is designed to investigate the biological concepts of life as applied to all living organisms from single cells to mammals. The topics cover basic biochemistry, cell structure and function, genetics and heredity, evolution and anatomy and physiology. If time, basic concepts of ecology will also be included. This course is designed to meet the Massachusetts State Frameworks.

Laboratory exercises, demonstration and cooperative activities, including basic computer applications will be used in this course to supplement the text and classroom materials. Students will be required to demonstrate an understanding of the scientific method through laboratory activities and/or an independent research project.

A student electing this program should have a strong desire to enter a four-year college/university.

Prerequisite: Successful completion of Introduction to Biology & Engineering.

#### **420/421 ADVANCED PLACEMENT (AP) CHEMISTRY** **7.5 credits**

This course is a second year, second level chemistry elective. The curriculum will include, but not be limited to: atoms and ions; stoichiometry; gases; thermochemistry; chemical thermodynamics; atomic structure and periodicity; chemical bonding; liquids and solids; properties of solutions; chemical kinetics, chemical equilibria; acids and bases; electrochemistry; nuclear reactions; and selected topics as determined by the instructor.

This course serves to prepare students who wish to maximally challenge themselves with college level study of chemistry while in high school. The program offers the equivalent of a semester of college chemistry in preparation for the Advanced Placement (AP) Chemistry examination offered in the spring.

Students electing this course must be highly motivated to do "outside" reading and work independently.

A student electing this program should have a serious interest in the possibility of majoring in science or a related field at a four-year college/university.

Graphing calculators will be used in this course.

Prerequisite: B- in Honors Chemistry, A in C.P. 1 Chemistry, or with approval of the Academic Division Leader.

Open to students in grades 11 and 12.

**Please note that AP Chemistry is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credits at the end of the first semester; the final grade and credits appear at the end of the second semester.**

#### **422/423 HONORS CHEMISTRY** **7.5 credits**

Honors chemistry is designed for the highly motivated and self-disciplined student. A student electing this course should have serious interest in the possibility of pursuing science or a related field at a four-year college/university. The goals of this course are to teach students the basic principles of chemistry, to develop students' problem solving skills, to help students become scientifically literate citizens, and to prepare the student for college science courses.

Topics to be investigated include: properties of matter, atomic structure, periodicity, chemical bonding, chemical reactions and stoichiometry, gases and kinetic the electrochemistry, and nuclear chemistry. This course is designed to exceed the Massachusetts State Frameworks. Graphing calculators will be used in this course.

Prerequisite: A B- or better in Honors Algebra II, A- or better in C.P. 1 Algebra II, or with approval of the Academic Division Leader.

#### **424 C.P. CHEMISTRY** **5.0 credits**

Integrated Chemistry is a new way for high school students to learn chemistry. This approach is a more concrete and practical approach that teaches chemical principles by utilizing current environmental and societal issues to stimulate and challenge students. **Students electing this course should have well-developed verbal skills.**

Prerequisite: C or better in C.P. 1 Algebra I or C.P. 1 Algebra II, and C in C.P. Introduction to Biology & Engineering or with approval of the Academic Division Leader.

#### **430/431 ADVANCED PLACEMENT (AP) PHYSICS** **7.5 credits**

This course is a second year, second level physics elective. The curriculum will include any topics listed in Honors Physics that were not covered in the previous year, followed by a brief review of Honors Physics for Advanced Placement (AP) Physics test preparation. This course serves to prepare students who wish to maximally challenge themselves with college level study of physics, while in high school. The program offers the equivalent of a semester of college physics in preparation for the Advanced Placement (AP) Physics B examination offered in the spring.

Students electing this course must be highly motivated to do "outside" reading and work independently. A student electing this program should have a serious interest in the possibility of majoring in science or a related field at a four-year college/university. Graphing calculators will be used in this course.

Prerequisite: B- in Honors Physics or an A in C.P. 1 Physics, B- or better in C.P. 1 Pre-Calculus or with approval of the Academic Division Leader.

Open to students in grade 12.

**Please note that AP Physics is a FULL YEAR course. Students receive credit at the completion of the course. There is NO final grade or credits at the end**

**of the first semester; the final grade and credits appear at the end of the second semester.**

**432 HONORS PHYSICS 5.0 credits**

Honors Physics is designed for the highly motivated and self-disciplined student. Honors Physics is designed to provide students with all the fundamentals of C.P. 1 Physics, including additional topics at an accelerated pace. Course description includes: mechanics, and selected topics as determined by the instructor. This course requires a basic knowledge of the fundamentals of trigonometry. Graphing calculators will be used in this course.

Students electing this course will be required to complete "outside" reading work independently and conduct project work and should have a serious interest in pursuing a science or engineering field at a four year college/university.

Prerequisite: B- in Honors Algebra II or A- in C.P. 1 Algebra II and a B or better in Honors Chemistry, or with approval of the Academic Division Leader.

**433 C.P. PHYSICS 5.0 credits**

This course is designed to investigate matter and energy and their transformations. Students will study mechanics, magnetism and electricity. There will be an emphasis on mathematical problem solving.

**A student electing this program should have a strong desire to enter a four-year college/university.** Graphing calculators will be used in this course.

Prerequisite: C- in C.P. 1 Algebra II and C- in C.P. 1 Chemistry, or with approval of the Academic Division Leader.

Open to students in grades 11 and 12.

**434 C.P. ACTIVE PHYSICS 5.0 credits**

This course is designed to teach students how to approach their physical world in a systematic problem-solving approach. Each chapter is scenario-driven and physics principles are developed in a contextual format.

Prerequisite: Successful completion of Introduction to Biology & Engineering.

**440 HONORS ENGINEERING 5.0 credits**

Teams of students are assigned several engineering projects of the type consistent with the Massachusetts Science and Technology/Engineering curriculum frameworks. Students will be required to conduct electronic and traditional research to refine and frame potential solutions. Students will be required to test

possible solutions, evaluate results and communicate findings.

The projects generally involve engineering design concepts, mathematics and physics. Physics topics include heat transfer, thermodynamics, fluid mechanics, Bernoulli's principle, optics, wave mechanics, electric circuits and statics. Technical drawing, data plotting and report writing will be required.

Prerequisite: B- or better in recent math course including 8<sup>th</sup> grade Algebra 1 or A- or better in C.P. 1 math course. An A- or better in 8<sup>th</sup> Grade Science.

**441 C.P. ENGINEERING 5.0 credits**

Teams of students are assigned several engineering projects of the type consistent with the Massachusetts Science and Technology/Engineering curriculum frameworks. The projects generally involve engineering design concepts, mathematics and physics. Physics topics include heat transfer, thermodynamics, fluid mechanics, Bernoulli's principle, optics, wave mechanics, electric circuits and statics. Students will learn to use a general strategy for solving engineering problems. Technical drawing, data plotting and report writing will be required.

Prerequisite: Successful completion of Algebra I and Introduction to Biology and Engineering.

**ELECTIVES FOR SCIENCE, ENGINEERING AND APPLIED TECHNOLOGY**

<i>CATEGORY/Title</i>	<i>Grade</i>	<i>Credits</i>
Anatomy And Physiology	11,12	5.0
*Basic Electronics	9-12	2.5
Environmental Science	11,12	5.0
Introduction to Forensic Science	10-12	5.0
Projects In Statistics & Physics	11,12	5.0
<b>Honors Anatomy &amp; Physiology</b>	<b>11,12</b>	<b>5.0</b>
<b>Materials Science</b>	<b>11,12</b>	<b>2.5</b>
<b>Construction Technology</b>	<b>11,12</b>	<b>2.5</b>

*\*This course may be counted as a science elective or a technology elective.*

**447 CONSTRUCTION TECHNOLOGY 2.5 credits**  
**Unleveled**

**This class is designed to cover the essential bench processes characteristic of the entire field. The course will include the fundamentals with technical terminology and details related to this field of study. This course will help students develop the ability to solve problems through construction technology and engineering principles. Individual projects will be stressed throughout the course. Beginning**

students will be required to complete certain designated projects that will assist the teacher in monitoring individual student achievement and growth.

**448 MATERIALS SCIENCE 2.5 credits**

Students in this course will experience the various characteristics of natural, synthetic and composite materials used in engineering applications. They will explore how materials are formed, cut, fabricated and finished for specific applications. This will be achieved through the construction of small projects. This course is designed to appeal to a broad range of students. It will primarily consist of hands-on activities and demonstrations.

**Prerequisite: C or better on Construction Technology or approval of the Department Head**

**449 HONORS ANATOMY & PHYSIOLOGY 5.0 credits**

Honors Anatomy and Physiology is designed for the highly motivated and self-disciplined high school student who is interested in pursuing a career in the medical or healthcare field.

This course is designed to provide the student with an in depth understanding of structure and function of the human body from the molecular level through the organ system level at an accelerated pace. Students will learn terminology and will study diseases relative to the human body. Selective laboratory exercises, dissections, demonstrations, and videos will be used to supplement the assigned readings and classroom material.

Students electing this course will be required to do “outside reading”, work independently and conduct project work. This course is designed to prepare students for further medical and healthcare training.

**Prerequisite: C or better in Honors Biology or a B or better in C.P. Biology or approval of the Department Head.**

**450 C.P. ANATOMY AND PHYSIOLOGY 5.0 credits**

The study of the structure and function of human body systems will be the major focus of this program. Students will learn basic terminology and **will study** diseases relative to the body. **Content will reinforce and expand upon basic human structure and function from the molecular level through the organ system level.** Selective laboratory exercises, dissections, demonstrations and videos will be used to

supplement the assigned readings and classroom material.

Students electing this course will be required to do “outside reading”, work independently, and conduct project work. This course is designed to prepare students for further medical and healthcare training.

**Prerequisite: Passing grade in Biology.**

**451 C.P. ENVIRONMENTAL SCIENCE 5.0 credits**

This course is designed for the student who wants to learn more about the environment (both locally and globally). The main topics will include how organisms are adapted to live in different environments and what are the biotic/abiotic factors affecting ecosystems and biomes. Special emphasis will be placed on the interactions of humans with the environment (including pollution concerns, global warming, and sustainable land use). Each student will be expected to complete several research assignments (individual and group assignments) and to present information to the class.

**Prerequisite: A passing grade in Biology and a passing grade in Introduction to Biology & Engineering or with approval of the Academic Division Leader.**

**452 C.P. CSI BEVERLY: AN INTRODUCTION TO FORENSIC SCIENCE 5.0 credits**

Forensic Science is the application of science to law. In this course the student will be introduced to scientific criminal investigation. This involves the application of biological and chemical techniques to the analysis of physical evidence. This course focuses on the activities of a crime lab and deals with methods used to link suspect, victim and crime scenes. Lab activities include fingerprinting, document and handwriting analysis, ballistics, serology, hair and fiber examination, anthropology, botany, and other analytical procedures. The use of DNA analysis for typing and profiling is investigated. Case studies and current events will be used extensively.

**Prerequisite: Students must have passed C.P. or Honors Biology, as a fundamental introduction to this science will be necessary to understand the course.**

**464 BASIC ELECTRONICS 2.5 credits**

This course is designed for those students who have a desire to become familiar with the basic components used in electronic circuitry. Topics to be discussed during the course include: 3 basic components of electricity, volt-ohm-meter (VOM) measurement, resistors, capacitors, inductors, semiconductors, basic circuit diagrams, and Ohm’s Law. The course will also focus on circuit diagrams (schematics) to develop the

fundamentals of interpreting circuit diagrams so that these illustrations of the arrangement of electronics components are used to actually construct a simple electronic circuit

**365 C.P. PROJECTS IN STATS/PHYSICS 5.0 credits**

Combined Course/One Grade/2.5 Credits Math, 2.5 Credits Science

This is a project-focused course. Students will alternate each week between directed instruction in math and physics and an independent study project.

The independent study project will have the students work in groups of two or three with a professional. The students will develop the scope and objectives of the project with the industry “mentor”. The proposal will then be submitted to the instructors for approval. The proposal must clearly explain the math and physics components of their project. The students will be expected to visit the mentor, communicate with the mentor electronically and work independently during these weeks of instruction.

The directed study week will alternate topics in math and physics. The mathematics topics will focus on the use of the computer and graphing calculator. Topics such as spreadsheets, PowerPoint, databases, inferential and probabilistic statistics, and linear and exponential regressions will be addressed.

The physics topics will be selected to supplement the projects. They will be selected from the fields of electronics, heat/thermodynamics, electricity/magnetism, optics, and modern physics. The student’s grade will be determined by equally weighting the course and project facets of the course.

Although some of the mathematics and physics topics are included in existing Beverly High School courses, there is no significant overlap and students taking other physics and/or math courses should be encouraged to elect this course.

Open to students in grades 11 and 12.

**WELLNESS**

The Wellness Program provides a comprehensive health/fitness education through both required and elective course offerings. Each course reflects a commitment to wellness and the pursuit of life long experiences.

**SUCCESSFUL ACHIEVEMENT** requires the following:

1. Participating actively in classes; regular attendance

is essential.

2. Attaining a level of proficiency that is proportional to the student’s individual potential.

**Required Courses**

*Introduction to Wellness & Fitness* 2.5 credits  
(Completed by the end of 10<sup>th</sup> grade)

*Cooperative Adventures or Lifetime*

**Sports and Activities** 2.5 credits

*Life Issues* 2.5 credits

(Completed in 11<sup>th</sup> or 12<sup>th</sup> grade)

**Elective Courses**

*Wellness*

Basic Athletic Training 2.5 credits

Co-Ed Team Sports 2.5 credits

CPR and First Aid 2.5 credits

Lifetime Sports and Activities 2.5 credits

Peer Leadership 2.5 credits

**Advanced Fitness** 2.5 credits

*Family/Consumer Science*

C.P. Child Development I 2.5 credits

**C.P. Child Development II** 2.5 credits

America’s Regional Foods 2.5 credits

Food, Nutrition, and Exercise 2.5 credits

Food Service 2.5 credits

International Foods 2.5 credits

Introduction to Culinary Arts 2.5 credits

**WELLNESS**

**905 INTRODUCTION TO WELLNESS and FITNESS**

**Unleveled** 2.5 credits

Students will use critical thinking skills to create solutions for enhancing wellness and reducing disease and risk behaviors for the family, school and his/her community.

Emphasis will be placed on healthy decision-making, understanding human needs as it relates to choice, development of positive and negative cultural influences, and identifying behavior changing strategies and goal setting. Additionally, this course will also focus on cardiovascular fitness, muscular strength, endurance, flexibility, and body composition. Students will be introduced to the fundamental principles needed to reduce the risk of heart disease and the theories and methods and safety precautions relative to muscular growth and development. Each student will be given a pre- and post-assessment to establish his/her fitness level and will develop a personalized exercise prescription which will be challenging, productive and fun.

**This course should be completed by the end of 10<sup>th</sup> grade.**

**906 WELLNESS INDEPENDENT STUDY**

**Unleveled****2.5 credits**

Students will meet with the Director of Wellness to discuss plans for the independent study. Wellness Independent Study will address issues from courses within the department. All course material must meet the Massachusetts Department of Education Curriculum frameworks. Assessment will be written and in oral (exhibition) form.

**907 COOPERATIVE ADVENTURES 2.5 credits  
Unleveled**

Students will work together in a cooperative manner to achieve a common goal. The course is designed to increase self-confidence, develop communication skills to increase mutual support for each other, to gain better appreciation for individual differences and to learn to trust oneself and others and to better cooperate in a group. The course includes challenge by choice with high and low elements.

**908 LIFE ISSUES 2.5 credits  
Unleveled**

This class is designed to develop mature decision-making skills. Students will use health and wellness knowledge and current information available when addressing health issues and choices confronting young adolescents today. Class will involve discussion, homework, projects, and activities that utilize critical analysis, and problem solving skills. Topics include the four strands of the Massachusetts Health Frameworks: Physical Health, Social and Emotional Health, Safety and Prevention, and Personal and Community Health.

Open to students in grades 11 and 12.

**909 LIFETIME SPORTS AND ACTIVITIES 2.5 credits  
Unleveled**

This elective course will provide opportunities to learn and develop knowledge and skills useful as tools in maintaining an active lifestyle in the years during and after high school.

Activities include:

- Aerobics
- Badminton
- Cross Country Skiing
- Golf
- Pickle Ball
- Power Walking
- Racquetball
- Tennis
- Volleyball
- Weight Training

**911 CO-ED TEAM SPORTS  
Unleveled**
**2.5 credits**

This elective course emphasizes the enhancement of skill necessary to participate in team sports. In each sport unit students will learn the history of the game, care and selection of equipment, terminology, skills, scoring, rules, strategy and teamwork.

Sports include:

- Basketball
- Flag Football
- Floor Hockey
- Soccer
- Softball
- Team Handball
- Volleyball

**912 CPR AND FIRST AID 2.5 credits  
Unleveled**

This elective course provides students with the knowledge and skills necessary to help keep someone alive, reduce pain, and to minimize the consequences of injury and sudden illness until professional medical help arrives. Successful completion of the course will result in an American Red Cross certification card.

**914 BASIC ATHLETIC TRAINING 2.5 credits  
Unleveled**

This course will enable the student to understand a broad spectrum of the field of sports medicine. Under the guidelines of the National Athletic Trainers' Association, the student will learn the following: The Certified Athletic Trainer's role and function in various settings.

- General anatomy and physiology
- Sports specific physical conditioning, training, and injuries
- Foundations of injury causations, prevention and management.

Lab work will be utilized to perform skills learned in the classroom.

Prerequisite: CPR and First Aid.

**920 ADVANCED FITNESS 2.5 credits**

**Students will build upon the fitness plan created in the required fitness class. This activity class will focus on cardiovascular fitness, muscular fitness flexibility, and body composition.**

**Prerequisite: Intro to Wellness/Fitness**

This course will further advance the contribution of the psychological theories and practices of how children typically develop mentally, physically, socially and emotionally. It will focus on children from ages four to pre-adolescence. It will include discussions of the issues of learning and psychological issues facing children in today's educational environment.

Prerequisite: Successful completion of Child Development I. Successful completion of Teaching Young Children desirable.

*The Culinary Arts Program offers a variety of courses that allow for self-expression, creativity, and personal satisfaction. Skills can be developed in areas covering baking, cooking, and dining room service. The courses are also effective in helping students identify and develop competencies that will be useful in personal and family life as well as in entry-level positions in the food industry.*

**930 INTRODUCTION TO CULINARY ARTS 2.5 credits**  
Unleveled

Students will develop life skills necessary to survive in today's changing world. Many basic food preparation skills and techniques, as well as nutrition for good health will be emphasized. Different units covered include baked goods, yeast breads, quick breads, main dishes, vegetables, soups, healthy meals, and snacks.

**931 FOOD SERVICE 2.5 credits**  
Unleveled

Learn the many aspects of the restaurant operation through hands-on experience. Students plan, organize, and run "The Panther's Den," a weekly restaurant for faculty and staff that opens once per week. Experience gained will be useful for future employment in the growing field of the food service industry. Students will get some experience with ethnic foods. The many college and career opportunities available will be explored. This course can lead a student to explore food service/restaurant management for work or a college major.

Prerequisite: Introduction to Culinary Arts.

**932 INTERNATIONAL FOODS 2.5 credits**  
Unleveled

**922 FOOD, NUTRITION, AND EXERCISE 2.5 credits**

This course is offered to students who wish to lose and/or maintain their weight and improve their physical condition and appearance in an effective and permanent manner. Activities include: aerobics, strength training, healthy food preparation, and classroom work. Emphasis is on developing healthy lifetime changes in eating and exercise behaviors.

**923 PEER LEADERSHIP 2.5 credits**  
Unleveled

This course is designed for students who are peer leaders or are interested in becoming peer leaders. It will provide students with skills in public speaking, group facilitation, problem solving, and leadership. Peer leaders serve as a bridge between the teacher and the students. Both long and short-term projects/activities will engage students in dealing with numerous health risk factors. Students will plan a variety of activities for the high school, including the mock accident and bridging the gap, and a health and wellness fair.

**Prerequisite: Students must be recommended by teacher/administration**

**FAMILY/CONSUMER SCIENCE**

*The Child Development Program (consisting of 2 courses) is a program based on child development instruction. It is designed to present the information necessary for basic knowledge of child growth and to provide, at the same time, a variety of personal experiences that will give the student an understanding of the role of the caregiver. Development includes not only physical maturation, but also an understanding of how emotional, social and intellectual development are fostered and hindered.*

**916 C.P. CHILD DEVELOPMENT I 2.5 credits**

This course focuses on the physical, psychological, social and emotional development of children from conception to age three. Many important issues concerning children, parenting and changes in today's family structure will be covered. Anyone interested in working with children or social services as a college and career choice should take this course.

Open to students in Grades 9, 10, 11, and 12.



appropriate scope for investigation, investigate the question independently with valid and accurate methods, and present the results to a review board and as a community exhibition. The presentation would be in written and oral form or other artistic format.

Open to students in grade 12.

Students with special education plans will meet the academic objective in this environment.

## **MARINE CORPS JUNIOR RESERVE OFFICER TRAINING CORPS (MCJROTC)**

The program aims at developing informed and responsible citizens. The program helps build character. Cadets learn about ethics, leadership, "followership", fitness and self-discipline as they study military history, first aid, CPR, public speaking, psychology of discipline, group goal setting and problem solving. Cadets learn to respect peers, superiors, and subordinates. MCJROTC enlightens cadets about possible career and educational opportunities available through the military.

The MCJROTC leadership courses are offered as single block classes, for two semesters. If a student is enrolled in a Leadership course during "B" block for the first semester, the student may switch the leadership course to a different block during the second semester in order to accommodate their academic schedule. The leadership courses are 2.5 credits per semester. There is no military obligation after taking this course. All uniforms, equipment and textbooks are supplied.

Requirements:

1. Each student must wear a MCJROTC uniform once a week and look presentable.
2. Each student must participate in physical fitness once a week and take a physical fitness test during the grading period (which consists of sit-ups, pull-ups for male cadets, bent arm hang for female cadets and one (1) mile run.

Six major goals of MCJROTC:

1. The program aims at developing informed and responsible citizens.
2. The program helps build character. Cadets learn about ethics, leadership, followership, desirable traits and self-discipline.
3. The program is designed to teach cadets about the elements and requirements of national security.
4. Discipline is stressed. A good leader is one who has self-control and will remain calm in difficult situations. Self-discipline is a starting point to success.
5. The program teaches that respect for authority is of utmost importance in any organization and in life.

- The cadets learn to respect peers, superiors, subordinates, parents, and faculty.
6. MCJROTC enlightens cadets about possible career and educational choices available after graduation from Beverly High School.

**083 MCJROTC LEADERSHIP I      Part A 2.5 credits**  
**084 MCJROTC LEADERSHIP I      Part B 2.5 credits**  
**Unleveled**

Emphasis is on study techniques, fundamentals of leadership, ethical standards, goal setting, public speaking, health and fitness, stress management, military history, protocol and current events.

Open to students in grades 9, 10, 11, and 12.

**085 MCJROTC LEADERSHIP II      Part A 2.5 credits**  
**086 MCJROTC LEADERSHIP II      Part B 2.5 credits**  
**Unleveled**

Emphasis on leadership styles and leadership dynamics, human motivation, problem solving, intermediate public speaking, drill and ceremonies, employment opportunities, military justice system and current events.

Prerequisite: Passing grade in Leadership I.

**087 MCJROTC LEADERSHIP III      Part A 2.5 credits**  
**088 MCJROTC LEADERSHIP III      Part B 2.5 credits**  
**Unleveled**

Emphasis is on the fundamentals of management, group dynamics, conflict resolution, citizenship, world leaders, organization of Veterans Day ceremony, current events, national security organization.

Prerequisite: Passing grade in Leadership II.

## ACCREDITATION STATEMENT

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

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

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

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association.

### Temporary Records Statement

Pursuant to state law, the school maintains a student transcript and a temporary record. The transcript includes information such as the student's name and address, the courses taken and the final grades received, by year, credits earned, and grade levels completed. This is kept for sixty years after graduation.

The temporary record contains the majority of the information maintained by the school system about the student. This includes standardized test results, class rank, participation in extra-curricular activities and teacher evaluations. This is destroyed after five years. Prior to that, a student may obtain a copy of anything in the folder. Just before it is destroyed, the student may take the originals.

In order to comply with both Massachusetts and Federal regulations, parents and children associated with the Beverly Public Schools are annually informed of three pieces of legislation affecting public school students. These three pieces of legislation specifically prohibit discrimination in the public schools.

### Chapter 622 of the Massachusetts General Laws

"No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation."

Section 504 of the Rehabilitation Act of 1973 (Federal) provides that:

"No otherwise qualified handicapped individual . . . shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

On June 24, 1975, the State Board of Education approved regulations for Chapter 622. These regulations address five areas of school policy: school admissions, admission to courses of study, guidance, course content, and extra-curricular athletic activities. In compliance with Chapter 622 and Title IX regulations, the Beverly School Committee has designated Ms. Emily Rockwell as Coordinator of Title IX, Chapter 622 and will designate in the near future a coordinator of Section 504 for the school system. If you have any questions as to Beverly's compliance with these regulations, you may write or call:

Ms. Emily Rockwell  
978-921-6100  
Beverly Public Schools  
502 Cabot Street  
Beverly, MA 01915

Dr. James Hayes, Superintendent  
978-921-6100  
Beverly Public Schools  
502 Cabot Street  
Beverly, MA 01915

