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## **BEVERLY HIGH SCHOOL**

Enrolling approximately 1273 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, four 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**

The late John Updike, one of Beverly's best-known residents, said, "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 machine manufacturing 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 / internships / Community Services / CVTE Program
- Wide array of courses including four 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**

Advanced Academic Endorsements are 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.

## **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

Endorsement	Content Area Study *	Grade / GPA Requirement	Extensions
English Language Arts	25 credits of English including two electives from the following list: Creative Writing Journalism Media Production Public Speaking, Sports Literature ,Women’s Literature	Attain 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: <ol style="list-style-type: none"> <li>1. Senior project (exhibition) presented to the English faculty.</li> <li>2. An approved School-to-Career internship in an English-related field.</li> <li>3. Independent Study in English.</li> </ol>
Mathematics	20.0 credits Mathematics	Attain 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: <ol style="list-style-type: none"> <li>1. Senior project (exhibition) presented to the Mathematics faculty.</li> <li>2. An approved School-to-Career internship in a Math-related field.</li> <li>3. An “A” average in advanced computer programming.</li> </ol>
Science	20.0 credits in Science	Attain 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: <ol style="list-style-type: none"> <li>1. Senior project (exhibition) presented to the Science faculty.</li> <li>2. An approved School-to-Career internship in a Science-related field.</li> <li>3. Submit project in Regional Science Fair.</li> </ol>
Social Studies	22.5 credits of Social Studies including two elective courses	Attain 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 Social Studies faculty.</li> <li>2. An approved School-to-Career internship in a Social Studies-related field.</li> <li>3. Demonstrate civic involvement in school and community.</li> </ol>
Foreign Language	20 credits in the same foreign language	Attain 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 Foreign Language faculty.</li> <li>2. An approved School-to-Career internship in a Foreign Language-</li> </ol>

			<p>related field.</p> <ol style="list-style-type: none"> <li>Participate in a school-sponsored foreign trip or in an approved program of equal value.</li> </ol>
Wellness	10 credits in Wellness	Attain GPA of 3.3 (B+) or above in the content area	<p>Successful completion of two of the following:</p> <ol style="list-style-type: none"> <li>Senior project (exhibition) presented to the Wellness faculty.</li> <li>An approved School-to-Career internship in a Wellness-related field.</li> <li>Letter of recommendation from a member of the Wellness faculty.</li> <li>Make a presentation at a community-wide health fair.</li> </ol>
Music	Successful completion of three years in one choral or instrumental performance class and Introduction to Music Theory	Attain GPA of 3.3 (B+) or above in the content area	<p>Successful completion of one of the following:</p> <ol style="list-style-type: none"> <li>Preparing and auditioning for a junior or senior district festival (MMEA) for two years.</li> <li>Two years of on-stage or pit band performance in the musical.</li> <li>Two years of study with a private instructor.</li> <li>A.P. Music Theory</li> </ol>
Visual Arts	Minimum of 10 credits in CP/Advanced Level art courses	Attain GPA of 3.3 (B+) or above in the content area	<p>Successful completion of one of the following:</p> <ol style="list-style-type: none"> <li>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>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 GPA of 3.3 (B+) or above in the content area	<p>Successful completion of two of the following:</p> <ol style="list-style-type: none"> <li>District participation in DECA.</li> <li>An approved School-to-Career internship in a Business-related field.</li> </ol>
Technology	10 credits from the Technology field	Attain GPA of 3.3 (B+) or above in the content area	<p>Successful completion of two of the following:</p> <ol style="list-style-type: none"> <li>Serve on the Computer Help Desk for one semester.</li> <li>Assist with website design and maintenance for one semester.</li> <li>Perform technical support for BevCam for one semester.</li> </ol>

			4. Enter and be judged in one technology design / invention competition.
Culinary Arts	Successful completion of Introduction to Culinary Arts, and additional elective in the content area	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 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>

**Scheduling Requirements:**

The total number of units required for graduation is 142 for the class 2014 and beyond. Students in all grades must be fully scheduled for each year.

## COURSE AND CREDIT REQUIREMENTS

Subject	Credits	Credits	Notes
	Class of 2011, 2012, 2013, 2014	Class of 2015 & Beyond	
English	20	20	All Four Years
Mathematics	17.5	20	All Four Years
Science, Engineering & Applied Technology	17.5	17.5	15 credits in Lab Sciences
Computer Technology	2.5	2.5	The Web 2.0 class
History/Social Science	17.5	17.5	Includes Modern World History 9, United States History Pt. 1 (10th grade), and United States History Pt. 2
Fine Arts	5	5	
Foreign Language	0	10	Two Year Requirement
Wellness	7.5	7.5	Includes Health Development, Fitness Enhancement, and a choice of one other Physical Education elective.
Electives	42.5	42	
Total	130	142	

**All Advanced Placement courses will require students to complete a summer project.**

Changes due to year offerings and schedule modifications.

# **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***

In the ninth grade, students will develop a four-year academic plan using the Naviance Program with their counselor. This academic/career plan will be developed and revised throughout their four years. Parents will continue to review the course selections. Parents should consult with guidance counselors when necessary.

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

Each student is assigned to a counselor for a four-year period of time and is seen individually and in groups to address academic, social and emotional issues and to create plans for careers and post-secondary education. 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 and be fully scheduled each year.

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 35 credits to be considered a full sophomore. A 9th grade student who earned 30 credits will be considered a conditional sophomore. A 9th grader who earned fewer 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 70 credits to be considered a full junior. A 10th grade student who earned 60 credits will be considered a conditional junior. A 10th grader who earned fewer than 60 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 105 credits to be considered a full senior. An 11th grade student who earned 95 credits will be considered a conditional senior. An 11th grader who earned fewer than 95 credits WILL NOT be promoted to Grade 12.

## **PLACEMENT DESCRIPTION**

Courses are offered according to their rigor based on four criteria: pace of instruction, depth and breadth of content, types of challenging classroom activities, and work assignment expectation outside the classroom. Homework is expected in all courses and increases according to the level. These criteria are of utmost importance in determining the requested placement.

Requested course placements should be discussed with the students, parents, present teachers, and guidance counselor in order to best facilitate the best chances for success. Students should be challenged without becoming overextended by of the material and performance tasks.

Beverly High School works diligently to fulfill each student's requests for courses. However placement in the courses requested is not guaranteed.

### **Advanced Placement Courses (AP):**

These courses contain highly challenging material, presented at an accelerated and more intense pace. They require advanced reading, writing, verbal, conceptual, mathematical, and study abilities, as well as extensive outside preparation. Students who chose AP must be motivated to academically achieve and already possess well developed study habits, and who will initiate seeking extra help if necessary, plan long term assignments effectively, and organize their time well.

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.

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. To take an AP level course is not something a student and their parent/guardian should enter into lightly. Beverly High School continues to increase in enrollment and with limited resources, schedule changes are not allowed once the master schedule is set and teachers are assigned to particular courses.

**Any Advanced Placement courses that fail to meet an enrollment of 24 students may not run. This will be dependent upon availability of faculty.**

**All Advanced Placement courses will require students to complete a summer project.**

### **Honors Courses (H):**

These courses contain highly challenging material, presented at an accelerated and more intense pace than the typical college preparatory courses taken by a majority of four-year college-bound students. They require advanced reading, writing, verbal, conceptual, mathematical, and study abilities, as well as extensive outside preparation.

## College Preparatory Courses (CP):

These courses are designed to prepare students for college and / or career placement. They will require well-developed reading, writing, verbal, conceptual, mathematical, and study abilities, as well as (substantial) outside preparation. They will have a strong emphasis on fundamental communication skills and essential concepts. They will contain much practice and reinforcement. In addition, all elective courses will be considered CP courses.

## 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. Grade point average is an average of grade points awarded by final grades. Quarter grades or grades other than final grades in leveled, credit bearing courses are not counted in calculating GPA. This information is available in the guidance office. A preliminary grade point average is calculated at the end of sophomore 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: 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 following table gives all of the values.

Letter Grade	C.P.	Honors	AP
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 be 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.

**As is states elsewhere, the master schedule and other courses are set during the summer based upon student requests (And signed by parents/guardians). Therefore, there will not be any changes except those involving errors in the scheduling process, conflicts with other classes, or revised course offerings. 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 impairment; or is regarded as having such 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 carry out independent study projects, which involve detailed research with the approval of the administration.

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

The Beverly Summer School offers students an opportunity to make up course failures. All courses meet two hours daily, five days per week for four weeks. Courses are offered for credit. 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" may not be allowed to take the failed course in summer school. BHS (STAY Program) does provide a credit recovery program for students requiring additional courses in order to graduate. Students must get permission from the principal to participate in the program. There is a fee associated with enrollment.

## ***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 offered to juniors and seniors. Limited tuition assistance is available through the community colleges.

## ***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.

## **PREPARING FOR THE FUTURE**

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 post-secondary plans; 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 create post-secondary plans utilizing the Naviance Program.

## **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; Biology, Chemistry, Physics)
- 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

Standard Courses do not meet the requirement for Carnegie Units.

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 EXAMINATION**

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 (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 (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 2010, 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
- Standard courses do not count towards NCAA eligibility

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.

# **CAREER, VOCATIONAL, AND TECHNICAL EDUCATION PROGRAM**

Students may begin training for many vocational and technical careers while at Beverly High School.

The CVTE program at BHS allows students interested in pursuing a vocational career path to earn college credit while at high school. CVTE students work with their counselor to develop career plans in their chosen field. The plan continues after high school and may result in students earning a certificate, license, or a two-year degree in their field. Services offered to CVTE students are: 1) career planning 2) post-secondary linkage activities to help student's transition to college and complete requirements for employment in their field.

## **Active Articulation Agreements**

- Upon earning a B or higher in the following courses, students may be awarded credit at North Shore Community College:
- Basic Elements of Technology
- Food Service, America's Regional Foods, International Foods, Food Services II
- Business Law and Ethics
- Marketing (1, 2, and 3 must be completed)
- Accounting

For more information on opportunities available through CVTE, please contact Ms. Grasso, Mrs. Prodanas, or Mr. Thomas.

## **COLLEGE READINESS**

Students entering four year or two year public colleges or universities may be required to prove college readiness before they can take credit-bearing courses at the college level. Typically, students scoring lower than 500 on the Critical Reading section and Math section of the SAT will be required to take an Accuplacer Exam. Students who do not demonstrate college readiness through this exam will be required to take additional, remedial, non-credit courses.

Students can eliminate the need for remedial courses at the college level by taking the Accuplacer Exam early, ideally in the junior year. Also developing the areas in which they may be weak before retaking the exam will be helpful. All students can take the Accuplacer Exam for free at North Shore Community College. Please see your Guidance Counselor for details.

# BEVERLY HIGH SCHOOL COURSES OF STUDY

<b>BUSINESS/COMPUTER TECHNOLOGY</b>			
<b><i>BUSINESS</i></b>			
Grade:	Course Title:	Number:	Credits:
10 - 12	C.P. Accounting 1	703	5.0
	C.P. Business Law and Ethics	706	2.5
	Fundamentals of Banking Lab	709	1.25
	C.P. Marketing	701	5.0
	C.P. Personal Finance	705	2.5
	C.P. Math for Business and Finance	712	2.5
	C.P. Principles of Management	710	2.5
11 – 12	C.P. Marketing II & III	702/704	2.5
	C.P. Sports and Entertainment Marketing/Mgt	711	2.5
<b><i>COMPUTER TECHNOLOGY</i></b>			
9 – 12	Basic Elements of Technology	720	2.5
	Web 2.0 Tools and Presentations	722	2.5
	Intro. To Computer Assisted Design CAD	730	2.5
	3D Computer Assisted Design	731	2.5
	Computer Maint. Intern. /Stud. As Tech. Ldrs.	725	2.5
	C.P. Computer Programming I	727	2.5
	C.P. Computer Programming II	728	2.5
<b>ENGLISH</b>			
9	Honors English 9	100	5.0
	C.P. English 9	101	5.0
10	Honors English 10	110	5.0
	C.P. English 10	111	5.0
11	Honors English 11	120	5.0
	C.P. English 11	121	5.0

12	Advanced Placement English Literature	133	5.0
	Honors English 12	130	5.0
	C.P. English 12	131	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
<b>FINE AND TECHNICAL ARTS</b>			
<b><i>ART</i></b>			
9 - 12	Art Foundation	640	2.5
10 - 12	C.P. Drawing/Painting	641	2.5
	C.P. Drawing/Painting & Sculpture	642	2.5
	C.P. Design	645	2.5
	C.P. Advanced Drawing & Painting	646	2.5
	C.P. Clay/Sculpture	650	2.5
	C.P. Advanced Clay/Sculpture	651	2.5
	Digital Photography	655	2.5
	Advance Digital Photography	656	2.5
11 - 12	Advanced Placement/Honors Studio Art/Portfolio Development	660	5.0
<b><i>TECHNICAL ARTS</i></b>			
9 - 12	Digital Layout and Design	723	2.5
	Web Design & Development	732	2.5
10 - 12	Media Remix	151	2.5
	Studio Production	154	2.5
	Remote Studio Productions	153	2.5

	C.P. Architectural/Building Design	648	2.5
	Intro. to Digital Imaging	654	2.5
	C.P. Advanced Digital Imaging	655	2.5
<b>MUSIC</b>			
9 - 12	Advanced Placement Music Theory	614	5.0
	C.P. Band	606	5.0
	C.P. Chorale (singers)	602	5.0
	C.P. Concertqure	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
<b>FOREIGN LANGUAGES</b>			
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. 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. Russian 2	561	5.0
	C.P. 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
	C.P. German 4	526	5.0
	C.P. Spanish 4	546	5.0
	C.P. Russian 3	562	5.0
12	Honors 4 / Advanced Placement AP French 5	508	5.0
	Honors 4 / Advanced Placement AP German 5	528	5.0
	Honors 4 / Advanced Placement AP Spanish 5	548	5.0
	Honors Russian 4	563	5.0
9 - 12	Basic ESL	570	10.0
	Intermediate ESL	571	5.0
	Advanced ESL	572	5.0
	ESL Lab	39	1.25
<b>HISTORY - SOCIAL SCIENCE</b>			
9	Honors World History 9	200	5.0
	C.P. World History 9	201	5.0
10	Advanced Placement World History	213/214	5.0
	Honors US History PT. 1	210	5.0

	C.P. US History PT. 1	211	5.0
11	Advanced Placement United States History	223	5.0
	Honors United States History PT. 2	220	5.0
	C.P. United States History PT. 2	221	5.0
11 - 12	C.P. Our Republic in the 21 <sup>st</sup> Century	240	2.5
	C.P. Criminal Justice	241	2.5
	C.P. Sociology	244	2.5
	C.P. Facing History and Ourselves	247	2.5
	C.P. Humanities	251	2.5
	C.P. Topics in History (Economics/Inventors& inventions)	255/256	2.5
12	Honors International Relations	243	2.5
	C.P / Honors Psychology	242/254	2.5
<b>MATHEMATICS</b>			
9	Honors Algebra I	310	5.0
	C.P. Algebra I	312	5.0
	Algebra Concepts	300	5.0
	Honors Algebra II	320	5.0
10	Honors Geometry	330	5.0
	C.P. Geometry I	331	5.0
	Geometry Concepts	301	5.0
	MCAS Math Strategies	372	2.5
11	Honors Algebra II	321	5.0
	C.P. Algebra II	323	5.0
	Algebra II Concepts	303	5.0

11 - 12	Honors Pre-Calculus	340	5.0
	C.P. Pre-Calculus	341	5.0
	College Review Mathematics	302	5.0
	C.P. Projects in Statistics and Physics	365	5.0
	MCAS Math Strategies	375	2.5
	C.P. Statistics and Probability	363	2.5
	C.P. Calculus	352	5.0
12	Advanced Placement Calculus AB	350	5.0
	Advanced Placement Statistics	366	5.0
<b>SCIENCE, ENGINEERING &amp; APPLIED TECHNOLOGY</b>			
9	Honors Biology	412	5.0
	C.P. Biology	413	5.0
10	Honors Chemistry	422	5.0
	C.P. Chemistry	424	5.0
11 - 12	Advanced Placement Biology	410	5.0
	Advanced Placement Chemistry	420	5.0
	C.P. Chemistry	424	5.0
	C.P. Environmental Science	451	5.0
	Honors/Advanced Placement Physics	430	5.0
	C.P. Anatomy and Physiology	450	5.0
	C.P. CSI Beverly: Intro. To Forensic Science	452	5.0
	Honors Biology	412	5.0
	Honors Engineering	440	5.0
	C.P. Engineering	441	5.0
	Environmental Engineering	453	5.0

	Construction Technology	447	2.5
	Honors Anatomy and Physiology	449	5.0
	Honors Robotics	454	5.0
	Marine Biology	448	2.5
	Physics Strategies	437	5.0
	C.P. Physics	433	5.0
	C.P. Active Physics	434	5.0
	C.P. Robotics	455	5.0
9 - 12	Basic Electronics	464	2.5
<b>WELLNESS</b>			
<b><i>WELLNESS</i></b>			
9 - 10	Health Development	901	2.5
	Fitness Enhancement	902	2.5
			2.5
10 - 12	Wellness Fitness	905	2.5
	Life Issues	908	2.5
			2.5
9 - 12	Cooperative Adventures	907	2.5
	Advanced Fitness	920	2.5
	Basic Athletic Training	914	2.5
	CPR & First Aid	912	2.5
	Lifetime Activities	909	2.5
	Foundations of Sport	911	2.5
	Competitive Team Sports	913	2.5
<b><i>FAMILY/CONSUMER SCIENCE</i></b>			
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
<b>UNIQUE COURSES</b>			
9-12	AP/Honors/C.P. Virtual High School	059/056/057	5.0
	Leadership 101	89	2.5
	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.

### **702/704 C.P. MARKETING II & III (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 by preparing a proposal/plan for the situation being addressed for their DECA category. At the end of the first semester, students enrolled in DECA will be expected to attend scheduled DECA meetings. Fundraising is expected for students who become DECA members.

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

Open to students in grades 11 and 12.

**C.V.T.E. Course:** Successful completion of this course with a B+ or better may qualify student's to earn credit at a college level.

### **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.

**C.V.T.E. Course:** Successful completion of this course with a B+ or better may qualify student's to earn credit at a college level.

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

In a 2008 national study by the Jump Start Coalition, of over 6,500 students who took the basic personal finance survey, 73.9% received a failing score. Personal Finance is a course that addresses the knowledge, skills, attitudes, and behaviors associated with the management of family economics and financial education. A project-based approach will be utilized. Instruction will focus on hands-on activities as well as lecture, group discussion, guest speakers, use of technology, and other methods. Students will have the opportunity to work both individually and as part of a small group to complete assignments. Projects will require students to use academic skills in language arts, math, social sciences, and science.

Open to students in grades 10, 11 and 12.

### **712 MATH FOR BUSINESS AND FINANCE 2.5 credits**

This course consists of the fundamentals of mathematics as applied to business situations. This course includes the study of fundamental mathematics and calculations for finance and accounting. Topics include use of percentages to allocate expenses, markups and markdowns, payroll preparation, and distinguishing the differences in calculations involving all types of interest. Students will learn the concept of analyzing various business reports, including balance sheets, income statements and commonly used business operating ratios.

Other topics may be covered. This course is designed for students who are interested in pursuing a college degree in a business field.

**Prerequisite:** Successful completion of Algebra 2, or with the approval of the curriculum facilitator.

### ***706 C.P. BUSINESS LAW AND ETHICS 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.

**C.V.T.E. Course:** Successful completion of this course with a B+ or better may qualify student's to earn credit at a college level.

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

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.

### ***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.

## **COMPUTER TECHNOLOGY**

Students will take a technology placement test during their eighth grade year. Students who meet all the required aptitudes on the exam will take the Web 2.0 Tools and Presentations course to fulfill the technology requirement at BHS. Students that do not meet all the required aptitudes will need to take a Basic Elements of Technology course to master the skills needed in word processing and spreadsheets followed by the required course, Web 2.0 Tools and Presentations. When both courses are taken, the Basic Elements of Technology course will be considered an elective credit and not a computer technology credit.

### ***720 BASIC ELEMENTS OF TECHNOLOGY 2.5 credits***

The course will focus on data manipulation and graphing as well as page layout and design of documents. In the data manipulation and graphing unit the students will learn how to harness the power of the spreadsheet, learned in context of real world math. Topics covered include employee payroll sheets, sports statistics, monthly budgets, scientific data, interest and loans, and sales figures and invoices. Graphs will also be created as well as analyzed for value and visual accuracy. In the page layout and design unit students will learn to use font,

paragraph and page, and graphic formats in conjunction with typography and color theory to design a variety of print media materials. Products produced will include a flyer, brochure, letters, resumes, and various report styles and components. Also included is an introduction to computer hardware and software.

***C.V.T.E. Course:*** *Successful completion of this course with a B+ or better may qualify student's to earn credit at a college level.*

### ***723 THE WEB---2.0 TOOLS AND PRESENTATIONS 2.5 credits***

Web 2.0 is the popular term for applications including blogs, wikis, RSS and social book marking and networking. It represents a move toward sharable content and collaboration on the Internet, not just using it as a source for research. We cover a variety of these tools in the course. New tools are created daily, so sign up to learn the latest and greatest way they can help you in your classes and life. Students enrolled will also master their BHS Connect accounts, which are Google sponsored with full access to gmail, Google Docs and **Blogger**. Additional topics include Internet terminology, advanced search techniques, Internet safety and netiquette, image generators and sources, Voki's and Avatars, online citations and citation builders, and digital slideshows. Also, students are required to master the use of Moodle, an online course management system that is used throughout BHS. In the presentations unit, the focus will be on communicating through digital media, including podcasts and movies. Presenting information to your classmates, teachers and the world is more important everyday. Master the skills to make effective multimedia presentations with a focus on creativity, planning, preparation, practice and performance. Our BHS sponsored wiki space will be the depository for these projects. This course is a necessity for students to learn the technical skills and applications used in their academic classes at BHS.

### **ELECTIVES:**

#### ***730 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.

#### ***731 3D 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 SKETCHUP. Topics include basic drawing and editing tools, organizing and drawing objects on layers, adding text and basic dimensions, and printing the drawing.

**Prerequisite:** Open to students in grades 10, 11 and 12

#### ***724 INTR. to COMPUTER MAINTENANCE/STUDENTS as TECHNOLOGY LEADERS 2.5 credits***

***Unleveled***

Are you the person your family and friends turn to when the computer stops working? Students as Technology Leaders (SaTL) are 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 relation's 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.

#### ***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.

### **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 8th grade math or C or better in C.P. 2 Algebra I Part B.

### **728 C.P. COMPUTER PROGRAMMING II 2.5 credits**

Advanced programming topics in visual BASIC. Topics include animation, sorting, database and user interface design. Research topics will include programming for the web, language comparisons and artificial intelligence.

**Prerequisite:** C+ or better in Computer Programming I

### **729 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.

## **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, 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 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.

## **REQUIREMENTS FOR HONORS ENGLISH 9, 10, 11 AND ADVANCED PLACEMENT (AP) ENGLISH 12**

Students in our Honors courses need not only to exhibit superior preparation in the language arts but they must also read more, write more, and adjust 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. .

## **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, no later than the week before school starts, to enroll in an Honors or College Preparatory 1 or 2 course. Specific requirements may be found on the Beverly School District website, [www.beverlyschools.org](http://www.beverlyschools.org), by clicking on the Summer Reading link.

***100 HONORS ENGLISH 9 5.0 credits***

***101 C.P. ENGLISH 9 5.0 credits***

All 9th grade English courses include The Odyssey, Oedipus the King, Romeo and Juliet, a novel, 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. 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.

***110 HONORS ENGLISH 10 5.0 credits***

***111 C.P. ENGLISH 10 5.0 credits***

All 10th 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. 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.

***120 HONORS ENGLISH 11 5.0 credits***

***121 C.P. ENGLISH 11 5.0 credits***

All 11th 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. 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.

***130 HONORS ENGLISH 12 5.0 credits***

***131 C.P. ENGLISH 12 5.0 credits***

All 12th 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. 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.

***133 ADVANCED PLACEMENT (AP) ENGLISH LITERATURE 5.0 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. 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 Remix	10 - 12	2.5
Studio Production	10 – 12	2.5
Remote Studio Productions	10 – 12	2.5
Public Speaking	10 – 12	2.5

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 5.0 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 10th grade students that have not received an "advanced" in their 7th grade MCAS English/Language Arts (or who have not passed the 10 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 11th and 12th 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 grade MCAS. Already passed 10th grade MCAS. Written request from

parent or guardian.

**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.

**155 C.P. 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.

**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 2.5 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 1.25 credits**

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

**FINE AND TECHNICAL ARTS**

**FINE ARTS**

**640 ART FOUNDATION 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, art history and individual interpretation of assignments. The course will also include research work done both in and out of class. This course is aligned with the Mass. Curriculum Frameworks for visual art.

**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, and 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 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.

**645 C.P. DESIGN 2.5 credits**

This course will experiment with and investigate many aspects of art, with an emphasis on design. 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 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.

**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, plasticine, 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 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 DIGITAL 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 in the lab and on the computer, presentation and touch up. Students must provide a 2g or larger hard drive. 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 ADVANCED DIGITAL 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, as well as more advanced Photoshop techniques. Critical analysis of professional photographic work will be combined with the investigation of various careers in both commercial and creative photography. Students must provide a 2g or larger hard drive.

**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 5.0 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 a digital portfolio 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. 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.

## **TECHNICAL ARTS**

### ***654 INTRO. TO DIGITAL IMAGING 2.5 credits***

This course is designed to introduce students to the digital acquisition and manipulation of images. Students will work with digital cameras, scanners and the Internet to capture images and manipulate them using Photoshop CS4. Emphasis will be on using the element and principles of design as well as technical and aesthetic considerations. Students will work toward an understanding of design as it relates to their work and images in the world around them. Works generated may be geared toward both fine art and commercial applications and should be suitable for a portfolio. Research, homework, critique and presentations will be part of the course. This course is aligned with the Mass. Curriculum Frameworks. Students are required to have a flash drive and access to digital cameras. Some cameras will be available for students to sign out.

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

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

### ***655 ADVANCED DIGITAL IMAGING 2.5 credits***

This course will build on techniques learned in Intro. To Digital Imaging. Students will continue to develop more advanced imaging techniques and competence and apply it to their own body of work. Critical analysis of professional fine art and commercial work will be combined with the investigation of various careers in both commercial and creative digital imaging. Students must provide a 2g or larger flash drive

**Prerequisite:** B or better in Digital Imaging or permission of teacher.

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

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

Provides hands-on instruction in Pages and other desktop publishing and graphic design software widely used in the 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 Aptitude Exam in 8<sup>th</sup> Grade or equivalent.

### ***732 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. Both XHTML programming and 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 and developers in this exciting new medium.

**Prerequisite:** Must have passed Computer Aptitude Exam in 8<sup>th</sup> grade or equivalent.

Open to students in grades 10-12, or permission of the teacher.

### ***151 MEDIA REMIX 2.5 credits Unleveled***

Learn how to craft quality multimedia compositions, which adhere to the copyright/fair, use guidelines. Students will create projects using audio and video interviews, original writing, sound effects and music as well as media from a variety of sources including original video. Effective mixing of video, still photos, language, and sound will be used to create high quality multimedia pieces. Basic camera operation, storyboards, visual composition, editing, personal expression and collaboration will be incorporated within course projects. This course will reflect 21<sup>st</sup> century literacy skills throughout all projects and lessons

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

**Prerequisite:** Presentations or with permission of the instructor.

### ***153 REMOTE STUDIO PRODUCTIONS 2.5 credits***

This course will further enhance the student's use of the portable studio and a 1 to 3-camera approach outside of the studio. Students will work in conjunction with Bevcam as well as an assigned mentor to produce shows for Beverly High School's extracurricular activities including sports, art, and music programs, social functions, clubs, class trips as well as school community interests such as PTO events and school committee meetings. Students will be able to choose the extracurricular activity they would like to videotape and will be assigned an approved mentor in their area of interest. Students will use the latest technology and portable studio equipment to facilitate high quality programming for Channel 22.

**Prerequisite:** Studio Production

### ***154 STUDIO PRODUCTION 2.5 credits Unleveled***

Focus of this course will be to create regular programming for channel 22. Studio course work will be completed in conjunction with Bevcam, Beverly's public access channel. Students will learn how to operate studio equipment and be responsible for studio productions encompassing a variety of genres. Students will learn elements of the studio including 3 camera principal, control room operation, and professional editing software. Students will also be responsible for creating regular studio shows to be aired on Channel 22. Students will also learn the basics of the portable studio system and its operation.

This course could be taken more than once.

**Prerequisites:** Presentations and REMIX

## ***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. The course must be taken for an entire year in order to receive credit.

### ***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. 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 music of a more challenging nature. Varied music from madrigals to popular styles will comprise the repertoire. This group participates in at least two competitions per year. Students are expected to attend all rehearsals and performances. Quire members may be asked to attend rehearsals outside the school day before concerts or competitions.

**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. This group is very active in the community and requires more time outside of the school day for performances.

**Prerequisite:** Prior audition by the ensemble director.

Open to students in grades 10-12. Ninth graders will be offered an opportunity to audition after upperclassmen have been accepted.

**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 (half year) 2.5 credits**

This course is an introduction to the mechanics of music. It is meant for students with little or no prior experience reading notation, and the desire to learn more about the elements of music. The course will cover notation, intervals, scales, chords, metric organization and rhythmic patterns. The course will make use of the keyboard to aid instruction.

**614 ADVANCED PLACEMENT (AP) MUSIC THEORY (full year) 5.0 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.

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 20th century scales, choral 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 basic knowledge of note names and be planning on taking the AP exam or extending their music education in college.

### ***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. 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. 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 Nuremberg, Germany, as well as study tours to Russia, 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:** A 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* textbooks continues the development of conversational French, writing and grammar. Student's 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.

**508 \*ADVANCED HONORS FRENCH 4/ ADVANCED PLACEMENT (AP) FRENCH 5 5.0 credits**

The Advanced Honors French 4/Advanced Placement French 5 course is a two year sequence of rigorous college-level French language and culture that prepares students to take the revised A.P. French Language and Culture exam. The exam demonstrates a student's ability to read and understand authentic French texts, listen to and understand spoken interpersonal communications, write interpersonal communications that are accurate in language structure, vocabulary and register, and use audio, visual and audiovisual communication as prompts for interpersonal, interpretive and presentational speaking skills. After completion of Honors French 3, students in Advanced Honors French 4 study three of the six Advanced Placement course themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. In Advanced Placement French 5, they study the remaining three topics in depth. In both years of the course students engage in an intense review of basic grammar and learn new higher order grammar and thinking skills in the target language. In addition to regular essay assignments, students are responsible for individual and small group performances that demonstrate their skills and progress. In both years of the course students have the opportunity to read authentic texts and literary works, learn songs, memorize poetry and proverbs, and use the Internet as a research tool and laptops as a tool for creative self-expression. After completion of the two-year sequence, students are fully prepared for the Advanced Placement Exam in French Language and Culture administered each May.

**Prerequisite:** Grade of B or better in Honors French 3 or permission of the instructor.

Please note that Advanced Honors French 4/Advanced Placement French 5 is a two year sequence. Some students will be in the first year of the sequence while others in the class will be in the second year. There is no final grade or credit at the end of the first semester. Students receive the final grade and credits at the end of each year of the course.

**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 8th 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, keep a journal, or perform a demonstration of their skills. 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.

### ***528 HONORS GERMAN 4/ ADVANCED PLACEMENT (AP) GERMAN 5 5.0 credits***

The Advanced Honors German 4/Advanced Placement German 5 course is a two year sequence of rigorous college-level German language and culture that prepares students to take the revised A.P. German Language and Culture exam. The exam demonstrates a student's ability to read and understand authentic German texts, listen to and understand spoken interpersonal communications, write interpersonal communications that are accurate in language structure, vocabulary and register, and use audio, visual and audiovisual communication as prompts for interpersonal, interpretive and presentational speaking skills. After completion of Honors German 3, students in Advanced Honors German 4 study three of the six Advanced Placement course themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. In Advanced Placement German 5, they study the remaining three topics in depth. In both years of the course students engage in an intense review of basic grammar and learn new higher order grammar and thinking skills in the target language. In addition to regular essay assignments, students are responsible for individual and small group performances that demonstrate their skills and progress. In both years of the course students have the opportunity to read authentic texts and literary works, study film and music, and use the Internet as a research tool and their laptops as a tool for creative self-expression. After completion of the two year sequence, students are fully prepared for the Advanced Placement Exam in German Language and Culture administered each May.

**Prerequisite:** Grade of B or better in Honors German 3 or permission of the instructor.

Please note that Advanced Honors German 4/Advanced Placement German 5 is a two year sequence. Some students will be in the first year of the sequence while others in the class will be in the second year. There is no final grade or credit at the end of the first semester. Students receive the final grade and credits at the end of each year of the course.

#### ***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 the introductory course for the study of Spanish. It assumes the student has no prior knowledge of Spanish. Working with the Avancemos I 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 or a 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 or a 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 or a recommendation of the teacher.

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

This is the final 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 multi-episode language training program), prepare and present situational role-plays, and use the Spanish language frequently in class as a means of communication.

**Prerequisite:** Grade of C or better in C.P. Spanish 3 or a recommendation of the teacher.

### ***548 ADVANCED HONORS SPANISH 4/ ADVANCED PLACEMENT (AP) SPANISH 5 5.0 credits***

The Advanced Honors Spanish 4/Advanced Placement Spanish 5 course is a two year sequence of rigorous college-level Spanish language and culture that prepares students to take the revised A.P. Spanish Language and Culture exam. The exam demonstrates a student's ability to read and understand authentic Spanish texts, listen to and understand spoken interpersonal communications, write interpersonal communications that are accurate in language structure, vocabulary and register, and use audio, visual and audiovisual communication as prompts for interpersonal, interpretive and presentational speaking skills. In the first year of the sequence, students in Advanced Honors Spanish 4 study three of the six Advanced Placement course themes in depth: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. In Advanced Placement Spanish 5, they study the remaining three topics in depth. In both years of the course students engage in an intense review of basic grammar and learn new higher order grammar and thinking skills in the target language. In addition to regular essay assignments, students are responsible for individual and small group performances that demonstrate their skills and progress. In both years of the course students have the opportunity to read authentic texts and literary works, study film and music, and use the Internet as a research tool and their laptops as a tool for creative self-expression. After completion of the two-year sequence, students are fully prepared for the Advanced Placement Exam in Spanish Language and Culture administered each May.

**Prerequisite:** Grade of B or better in Honors Spanish 3 or permission of the instructor.

Please note that Advanced Honors Spanish 4/Advanced Placement Spanish 5 is a two-year sequence. Some students will be in the first year of the sequence while others in the class will be in the second year. There is no final grade or credit at the end of the first semester. Students receive the final grade and credits at the end of each year of the course.

## ***HISTORY - SOCIAL SCIENCE***

The Social studies program at Beverly High School seeks to instill in students the desire for lifelong learning. A curriculum designed to create independent and critical thinkers will assist students in defining their roles as involved citizens of their community, their country, and their world. To accomplish these goals, the social studies Department has designed the following course of study. The freshman, sophomore, and junior year courses are required, and the senior year is elective.

### **REQUIRED SOCIAL STUDIES COURSES**

#### Grade 9

- Honors Modern World History 9
- C.P. Modern World History 9

#### Grade 10

- Advanced Placement (AP) World History

- Honors United States History PT I
- C.P. United States History Pt. I

Grade 11

- Advanced Placement (AP) United States History
- C.P. United States History II
- Honors United States History II

**200 HONORS MODERN WORLD HISTORY I (grade 9) 5.0 credits**

**201 C.P. MODERN WORLD HISTORY (grade 9) 5.0 credits**

**213 ADVANCED PLACEMENT (AP) WORLD HISTORY 5.0 credits**

In this full-year course, students will study World History from 8000 BCE to the present. The focus of the AP program in World History is on an understanding of the six major themes in world history. The course will examine the history of the human experience from 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 strongly encouraged to take the Advanced Placement Exam in World History in May; those who achieve passing scores may be awarded college credit.

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

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

**210 HONORS US HISTORY PT. I 5.0 credits**

**211 C.P. US HISTORY PT. I 5.0 credits**

In these semester-long courses, grade 10 students will focus on the creation and development of the United States from the late colonial period through Reconstruction. The causes and events of the American Revolution, the critical period and the writing of the Constitution, westward expansion, and the Civil War are among the topics that students will examine. The curriculum emphasizes reading and understanding of the founding documents, particularly the United States Constitution. Civics and government, economics and geography will be integral to the course.

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

**223 ADVANCED PLACEMENT (AP) UNITED STATES HISTORY 5.0 credits**

In this full-year course, students will examine United States History from exploration to the present. Integrated into the curriculum will be consideration of major themes in American History such as the American identity, environment, politics, and citizenship, culture, globalization and economics. Each unit of study will revolve around one or more essential questions that encourage students to connect specific facts to these themes. The course emphasizes critical and analytical thinking, reading, and writing skills necessary for success in a college level history course. Emphasis is also placed on ways in which interpretations of United States history have changed over time. The course is intended for those students who wish to study United States History in greater depth than is possible in the 11th grade, U.S. history PT II course. Students who take this course are strongly encouraged to take the Advanced Placement (AP) United States History Examination in May; those who achieve a passing score may be awarded college credit.

**Prerequisite:** Successful completion of Modern World History 9 and either U.S. History PT I or AP World History, or the equivalent.

Open to students in Grades 11 and 12.

**220 HONORS U.S. HISTORY II 5.0 credits**

**221 C.P. U.S. HISTORY II 5.0 credits**

In these semester-long courses, grade 11 students will concentrate on the United States and the world from 1877 to the present. The curriculum emphasizes the emergence of the United States as an industrial, economic and political world power and the impact of that development on American society. Civics and government, economics, and geography will be integral to the course.

**Prerequisite:** Successful completion of US History PT.I or the equivalent.

**ELECTIVES FOR SOCIAL STUDIES**

CATEGORY/Title	Grade	Credits
Our Republic in the 21 <sup>st</sup> Century	10-12	2.5
Criminal Justice	11-12	2.5
Facing History and Ourselves	11-12	2.5
Humanities	11-12	2.5
Sociology	11-12	2.5
Topics in History; Economics or Inventions	11-12	2.5
International Relations	12	2.5
Psychology	12	2.5

**240 C.P. OUR REPUBLIC IN THE 21ST CENTURY 2.5 credits**

When asked what type of government had been created at the Constitutional Convention, Ben Franklin is said to have replied, “A republic, if you can keep it.” This course will prepare students to become active participants in our republic. Students will gain the knowledge and skills necessary to participate in the political process by reviewing the United States Constitution and by examining government institutions, public policy, political beliefs and behavior, civil rights and responsibilities, and the media. They will focus on projects designed to demonstrate our government in action and sharpen their skills to become more informed and responsible citizens.

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

**241 C.P. CRIMINAL JUSTICE 2.5 credits**

This course is designed to give students an understanding of the rule of law and the operation of the criminal justice system in the United States. Students are encouraged to investigate legal protections of rights and liberties while developing skills of critical analysis, decision-making, and values clarification.

Open to students in grades 11 and 12.

**242/254 C.P/HONORS. 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 INTERNATIONAL RELATIONS 2.5 credits**

This is a senior level course for students interested in history and world affairs. Major areas of study include an overview of American Foreign Relations, an introduction to international governing and non-governing organizations, and investigations into current issues and their historical roots. Several themes run through the course, such as globalization, economics, warfare, and human rights. The class is intended to improve students' ability to interpret and assess international events from an informed perspective. To that end, students are expected to stay current in world issues through daily monitoring of quality new sources in order to participate in analytical class discussions, role play, and critique solutions for world problems. Students will also develop a basic vocabulary of international diplomacy. 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 Modern World history 9 & U.S. History PT. I.

Open to students in grades 11 and 12.

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

Humanities focus is the study of the arts, religion, literature and mythology of cultures from Pre-historic times through the Renaissance. Particular emphasis is placed on the cultures and societies of ancient Greece and Rome, as well as on the visual arts. Projects, presentations and independent study are important requirements to the successful completion of this course.

**Prerequisite:** Successful completion of Modern World History 9 & US History PT. I

Open to students in grades 11 and 12.

**TOPICS IN HISTORY – (Categories of following Classes)**

Each semester an elective will be offered on a different historical topic. Students will be provided with an opportunity to explore ideas, events, and individuals in greater depth. Topics not normally covered in the course of studies will be included. Offerings for the 2010-2011 academic year will be "Economics" and "Inventors, Inventions, and Their Impact on U.S. History". Course requirements will include research and writing, oral

presentations, debate, and field trips.

### **257 ECONOMICS 2.5 credits**

This course is an introduction into basic micro and macroeconomic concepts. Students will examine common economic terms, basic supply and demand principles, the role of the government in the economy, measurements of economic performance and international trade. Emphasis is placed on important social issues and real world problems and how to use simple economic tools to analyze them. Student will use a variety of media and resources including books, news articles, and data from various Internet sources to gain an understanding of how economics affects the world we live in.

### **256 INVENTORS, INVENTIONS AND THEIR IMPACT ON U.S. HISTORY 2.5 credits**

This course will involve the study of technology and its impact on the United States and its people. Since the earliest arrival of the first settlers to the present, technology has evolved to cope with the challenges of the new land. Over the course of the semester students will study various inventors, inventions and their contribution to the dynamic cultural, economic, and political development of the United States.

Open to students in grades 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. 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.

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

State policy requires a student to achieve a grade of proficient or above in the English/Language Arts and Mathematics state-mandated MCAS tests. Students achieving needs improvement, must be enrolled in Mathematics all four years to receive a high school diploma.

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

The TI-84's 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 Standard 5.0 credits**

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.

### **301 GEOMETRY CONCEPTS 5.0 credits**

Standard

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 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. Algebra I. Its purpose is to expand and reinforce the skills that a student has previously acquired in an 8th grade Algebra I course.

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

### **312 C.P. ALGEBRA I 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.

### **371 C.P. MCAS MATH STRATEGIES 5.0 credits**

Passage of the 10th grade MCAS is a major objective of the 10th 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 day opposite the student's regular 9<sup>th</sup>/10th 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 248 or higher in the mathematics portion of the 8th grade test, previous passage of the mathematics portion of the 10th grade test, or written request by parent or guardian.

### ***320/321 HONORS ALGEBRA II (9th/Non-9<sup>th</sup>) 5.0 credits***

**Prerequisite:** 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. Algebra I is required.

### ***322 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:** Passing grade in Algebra I.

### ***330 HONORS GEOMETRY 5.0 credits***

### ***331 C.P. 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.

### ***340 HONORS PRECALCULUS 5.0 credits***

### ***341 C.P. 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.

### ***350 ADVANCED PLACEMENT (AP) CALCULUS AB 5.0 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 Pre-Calculus.

### ***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	5.0
MCAS Strategies (non-10th gr.)	11-12	2.5
Statistics And Probability	11-12	2.5

### ***363 C.P. 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 the Academic Division Leader. C.P. 2: C- or better in Algebra II or permission of the academic department leader.

### ***366 ADVANCED PLACEMENT (AP) STATISTICS 5.0 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.

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

### ***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 11th and 12th 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.

## **MCAS**

Under the present state law, in order to graduate and receive a high school diploma, students 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 courses specifically designed to prepare students to meet this requirement; biology or engineering. All students will take the biology course in the ninth grade.

#### ***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.

#### ***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 static's. Students will learn to use a general strategy for solving engineering problems. Technical drawing, data plotting and report writing will be required.

#### ***410 ADVANCED PLACEMENT (AP) BIOLOGY 5.0 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, evolution and classification, transpiration, circulatory systems, behavior, 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 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 or A- in CP Biology, and a B- in Chemistry. Chemistry and Anatomy & Physiology strongly recommended.

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

Enrolling in Honors biology as a freshman will give students the opportunity to select a second year science course during their junior or 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:** An A- in 8th Grade Algebra I and an A- in 8th grade science, or approval of the Academic Division Leader.

#### ***420 ADVANCED PLACEMENT (AP) CHEMISTRY 5.0 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; thermo chemistry; 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

#### ***422 HONORS CHEMISTRY 5.0 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, chemistry of gases, acids and bases. Graphing calculators will be used in this course.

**Prerequisite:** An B in Honors Algebra I and passed or taking concurrently Honors Algebra II, B- in Honors Biology or Honors Engineering, 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. This course does not prepare students for the Chemistry MCAS.

**Prerequisite:** A passing grade on the science MCAS. Passing grade in biology or engineering or with approval of the Academic Division Leader.

#### ***430 ADVANCED HONORS PHYSICS /ADVANCED PLACEMENT (AP) PHYSICS 5.0 credits***

The advanced honors physics / AP Physics course is a two year sequence of rigorous college-physics. Students may enter at either part of the sequence and will be fully prepared for the AP Physics B test after two successive

years. Part I will consist of Mechanics and Electricity & Magnetism. Part II will include Thermodynamics, Vibrations & Waves, Light & Optics, and Modern Physics. The course will require students to solve challenging qualitative and quantitative problems using non-calculus mathematical techniques. Prerequisite: B- or Better in Honors Al II or A- or better in CP<sub>1</sub> Al2 or permission of the department head.

**\*Note the topics may be adjusted the first year of implementation to accommodate students that entering the second year after a traditional Honors Physics course.**

**Prerequisite:** B- or better in C.P. Pre-Calculus or with approval of the Academic Division Leader. Open to students in grades 11 and 12.

#### **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. Algebra II, 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 a Science MCAS test.

#### **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 static's. Technical drawing, data plotting and report writing will be required.

**Prerequisite:** A- in 8th grade science and an A- in Algebra I, or approval of the Academic Division Leader.

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

CATEGORY/Title	Grade	Credits
*Basic Electronics	9 – 12	2.5
Introduction to Forensic Science	10 – 12	5.0
Honors Robotics	10 – 12	5.0
Anatomy And Physiology	11 – 12	5.0
Environmental Science	11 – 12	5.0
Environmental Engineering	11 – 12	5.0
Honors Anatomy & Physiology	11 – 12	5.0
Construction Technology?	11 – 12	2.5
Marine Biology ( <i>New</i> )	11 , 12	2.5

Physics Strategies ( <i>New</i> )	10/12/11	2.5
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\*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.

**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:** All students must take two core (biology, engineering, chemistry, or physics) science courses before taking any science electives. B- in Honors Biology or A- in CP Biology, or approval of the Academic Division Leader.

**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:** All students must take two core (biology, engineering, chemistry, or physics) science courses before taking any science electives. 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/a biotic 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:** All students must take two core (biology, engineering, chemistry, or physics) science courses before taking any science electives. A passing grade in CP/Honors Biology or with approval of the Academic Division Leader.

**453 C.P. ENVIRONMENTAL ENGINEERING 5.0 credits**

This course is designed for the student who wants to learn more about environmental issues and the technologies

engineers are developing to help address problems. Topics will include energy resources, water quality, air pollution, solid and hazardous waste management, and environmental policy. Special emphasis will be placed on current concerns (such as global climate change) and strategies that will help humans have a more positive impact on the environment (e.g., efficiency, alternative energy, sustainable design, etc.). Each student will be expected to complete several research and design projects (as individuals and teams).

**Prerequisite:** All students must take two core (biology, engineering, chemistry, or physics) science courses before taking any science electives 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:** All students must take two core (biology, engineering, chemistry, or physics) science courses before taking any science electives. Students must have passed C.P. or Honors Biology, a passing grade in CP1 or Honors Geometry or a C in CP2 Geometry or approval by the Academic Division Leader.

#### ***454/455 HONORS ROBOTICS 5.0 credits***

This course introduces the principles of robotics and the roles the robots play in our lives. It will be a yearlong course. Students will increase their understanding about what makes a robot, how robots sense, think, and act as well as the uses and limitations of working robots. Students will better understand the role of mechanical engineering, electronics, fabrication and computer programming in the design and development of robots. The class will learn basic robotics with the intention of competing in the “FIRST” robotics competition. This course will require hands-on-project based cooperative learning.

**Prerequisite:** All students must take two core (biology, engineering, chemistry, or physics) science courses before taking any science electives. A strong interest in exploring technology.

#### ***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.

**Prerequisite:** All students must take two core (biology, engineering, chemistry, or physics) science courses before taking any science electives. Passing grade in CP Algebra I.

#### ***448 MARINE BIOLOGY 2.5 credits***

This course is designed for students who are interested in Marine Biology. The course will emphasize the study of the marine organisms and marine environment of our own coastal area. Through classroom projects, research, laboratory and field trip activities, it is intended that students will develop an understanding of the morphological adaptation and behavioral adaptation of organisms, ocean zonation, marine diversity, and habitat types. Major topics covered in this course will include: 1) Geology of ocean basins, 2) Properties of water as they relate to tides, currents, waves, climate and seawater chemistry 3) Interactions between marine organisms and their ocean environment 4) Distribution, abundance and diversity of organisms in the sea, and the roles of these species in marine ecosystems 5) Marine ecosystems and habitat diversity.

**Prerequisite:** Biology

### **437 PHYSICS STRATEGIES 2.5 credits**

This course is designed for students who have not passed a science MCAS. The course will emphasize the state of Massachusetts physics standards as well as test taking techniques. Through class practice MCAS questions will be emphasized. Major topics covered in this course will include: 1) Force and Motion 2) Momentum and Conservation of Energy 3) Heat and Heat Transfer 4) Waves and Electromagnetic Radiation 5) Electromagnetism

## **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 and regular attendance is essential.
2. Attaining a level of proficiency that is proportional to the student's individual potential.

### **REQUIRED COURSES FOR THE CLASSES OF 2011 AND 2012:**

- Intro. To Wellness & Fitness
- Life Issues
- Cooperative Adventures or Lifetime Activities

### **REQUIRED COURSES FOR THE CLASS OF 2013 AND BEYOND:**

- Health Development credits (Completed by the end of 10th grade)
- Fitness Enhancement credits (9-10th grade students)

### **CHOICE OF ONE OF THE FOLLOWING:**

- Cooperative Adventures\*
- Life Time Activities
- Advanced fitness
- Food Nutrition and Exercise
- Foundation of sport
- Competitive Team Sports

\*Cooperative Adventures may be waived upon completion of 2 seasons on BHS interscholastic athletic teams.

### **ELECTIVE COURSES - WELLNESS**

CATEGORY/Title	Grade	Credits
Basic Athletic Training	9 - 12	2.5
Competitive Team Sports	9 - 12	2.5
Cooperative Adventures	9 - 12	2.5
CPR and First Aid	9 - 12	2.5
Lifetime Activities	9 - 12	2.5
Foundations of Sport	9 - 12	2.5

Advanced Fitness	9 - 12	2.5
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## **ELECTIVE COURSES -FAMILY/CONSUMER SCIENCE:**

CATEGORY/Title	Grade	Credits
C.P. Child Development I	9 - 12	2.5
C.P. Child Development II	9 - 12	2.5
America's Regional Foods	9 - 12	2.5
Food, Nutrition, and Exercise	9 - 12	2.5
Food Service	9 - 12	2.5
International Foods	9 - 12	2.5
Introduction to Culinary Arts	9 - 12	2.5

## **WELLNESS**

### ***901 HEALTH DEVELOPMENT 2.5 credits***

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.

### ***902 FITNESS ENHANCEMENT 2.5 credits***

This course will 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/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. Open to grades 9 & 10

### ***905 INTRODUCTION TO WELLNESS and FITNESS 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 10th grade.

### ***908 LIFE ISSUES 2.5 credits***

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.

**907 COOPERATIVE ADVENTURES 2.5 credits**

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.

**909 LIFETIME ACTIVITIES 2.5 credits**

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: 0Badminton Archery Yoga Bowling Pilates Dance Step Aerobics Pickle Ball Cross Country Golf Track and Field Croquet Tennis Volleyball Weight Training

**911 FOUNDATIONS OF SPORT 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	Team Handball
Volleyball	Lacrosse
Ultimate Frisbee	Broomball
Flag Football	Floor Hockey
Soccer	Softball
Team Handball	Volleyball
Lacrosse	Ultimate Frisbee

**913 COMPETITIVE TEAM SPORTS 2.5 credits**

This course will consist of tournament play for the activities listed below. Students will understand how to set up tournaments (Round Robin, Double Elimination, Single elimination), foster good sportsmanship, and learn the set up and breakdown of all equipment.

Sports Include:

Basketball	Team Handball
Volleyball	Lacrosse
Ultimate Frisbee	Broomball
Flag Football	Floor Hockey
Soccer	Softball
Team Handball	Volleyball
Lacrosse	Ultimate Frisbee

**Prerequisite:** Foundations of Sport

**912 CPR AND FIRST AID 2.5 credits**

This course provides students with the knowledge and skills necessary to help keep someone alive, reduce pain, and help minimize the consequences of injury and sudden illness. Students will understand the steps of infant, child, and adult CPR, the proper use of an automatic external defibrillator, and learn the appropriate first aid techniques. Successful completion of this course will result in a two-year certification card from the American Heart Association.

### ***914 BASIC ATHLETIC TRAINING 2.5 credits***

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. Students taking this course should be interested in the healthcare field.

### ***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:** Fitness

### ***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.

## **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.

### ***918 C.P. CHILD DEVELOPMENT II 2.5 credits***

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.

## **CULINARY ARTS**

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.

**C.V.T.E. Course:** Successful completion of this course with a B+ or better may qualify student's to earn credit at a college level.

### **933 FOOD SERVICE II--(Baking) 2.5 credits**

Unleveled Food Service II is an advanced course in the Culinary Arts Pathway. This course will explore various techniques related to baking and pastry creation. Students will plan, organize and produce an assortment of baked goods served in "The Panther's Den", the weekly restaurant for faculty and staff.

### **932 INTERNATIONAL FOODS 2.5 credits Unleveled**

Students will take a gastronomical tour around the world. Students will prepare foods from many different countries including: France, Italy, Germany, China, Greece, Spain, and other countries as time allows. Regional dishes of the United States will also be covered.

**Prerequisite:** A grade of B- or better in Introduction to Culinary Arts. Open to students in grades 10, 11 and 12.

**C.V.T.E. Course:** Successful completion of this course with a B+ or better may qualify student's to earn credit at a college level.

### **934 AMERICA'S REGIONAL FOODS 2.5 credits Unleveled**

This course will explore the regional foods, techniques, and seasonings of the U.S.A., Canada and Mexico. Regions to be covered include New England, the Mid- Atlantic, the South, the Southwest, the Midwest, and the Pacific Coast. Special areas such as Pennsylvania Dutch, New Orleans, the Canadian, and the South of the Border influences will be covered as time allows. Cultural and family traditions will be explored.

**Prerequisite:** A grade of B- or better in Introduction to Culinary Arts is required. Open to students in grades 11 and 12.

**C.U.T.E. Course:** Successful completion of this course with a B+ or better may qualify student's to earn credit at a college level.

## **UNIQUE COURSES**

### **034 SCHOOL SERVICE**

School Service is available to BHS students who are in good standing each semester. Students may volunteer as an aide in the wing offices, main office, guidance office, and the library. Qualified students may also volunteer as teachers' aides, peer tutors, and computer technicians.

### **059/056/057 VIRTUAL HIGH SCHOOL AP/Honors/C.P. 5.0 credits**

The Virtual High School is a national program for delivering high caliber (many courses are for honor credit), nontraditional curriculum over the Internet. At Beverly High School, a predetermined number of students may choose exiting courses from a very diverse catalog, developed by specially trained motivated to use cutting-edge information technology, can budget their time effectively, enjoy working independently, and have some pioneer spirit. This program can offer some flexibility to students who, due to scheduling conflicts, cannot take a course to receive credits required for graduation. For electives, students will find unique courses in the catalog, taught by teachers with special interests. Students will be scheduled for computer access time during the day for VHS course work and they may work at home. Take a look at over 100 courses offered by Virtual High School by going to [www.govhs.org](http://www.govhs.org).

A VHS course counts for the same amount of credits as any other course at Beverly High School. Choose from Standard, Honors and Advanced Placement level courses with VHS.

Priority given to seniors, then juniors... See your guidance counselor to determine if VHS is for you. See Mrs. Brewster in A104 for an application.

### **090 THE STAY PROGRAM (ALT. ED)**

The STAY program is an afternoon/evening program located at the high school. Students are considered candidates for this program only after the other options for success in high school have proven to be unsuccessful. Parents or students should contact their guidance counselor for more information.

### **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**

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**

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**

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.

**089 LEADERSHIP 101 2.5 credits**

The Marine Corps Junior Reserve Officer Training Corps program is designed to develop leadership skills in high school students. The introductory course outlines the fundamentals of leadership traits and principles needed to be a successful leader. The MJROTC key objectives are to develop informed and responsible citizens through leadership and motivation; strengthen the character and self-discipline of the students; promote a basic understanding of the importance of national security; cultivate a style of public speaking and participate in community service activities.

## **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

Marie Galinski, Superintendent  
978-921-6100  
Beverly Public Schools  
502 Cabot Street  
Beverly, MA 01915