

# TURNERS FALLS HIGH SCHOOL

## PROGRAM OF STUDIES

**2026-2027**



### **Turners Falls High School**

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Parents/Guardians: If you have questions about your student's graduation requirements or would like to schedule a meeting with your student's school counselor, please call the Guidance Office at (413) 863-7203.

Throughout this document, references to parents apply to guardians as well.  
If you would like this document translated, please contact: English Language Learner Coordinator,  
413-325-4149

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## **TFHS Program of Studies Course Offerings (2026–2027)**

Course offerings in this Program of Studies are provided to guide student planning and course selection; however, inclusion of a course does not guarantee that the course will be scheduled or run in a given school year. The annual master schedule will be developed based on student course requests, enrollment numbers, staffing, budgetary resources, and programmatic priorities established by the District and School Committee.

Elective courses, in particular, will be offered contingent upon sufficient student enrollment and the school's ability to staff and schedule the course. When enrollment is insufficient or scheduling conflicts arise, the District reserves the right to cancel, combine, or revise course sections. In such cases, students will be supported by school counselors and administrators in selecting appropriate alternative courses that align with graduation requirements and student goals.

GMRSD School Committee Approval:

## MISSION STATEMENT

Turners Falls High School, with the cooperation of the community, parents, and students, will provide a safe, supportive environment and develop well-educated, responsible students who will become contributing members of a competitive, diverse society.

### Turners Falls High School Graduation Requirements

Students will be required to earn a minimum of 155 credits to graduate.

Subject Area	TFHS Graduation Requirements	Required by MA State Colleges & Universities	Recommended by Most 4-Year Colleges	Recommended by Highly Selective Colleges
English Language Arts	[4] 5-credit courses	4 courses	4 courses	4 courses
Mathematics	[4] 5-credit courses	4 courses	4 courses	4 courses
Social Studies	[3] 5-credit courses * Students must pass the Modern World History, American History I, American History II, & Complete Civics Action Project	3 courses <i>Including American History &amp; Culture 1</i>	3 courses <i>Including American History &amp; Culture 1</i>	4 courses <i>Including American History &amp; Culture 1 and 2, World History, and Economics</i>
Science	[3] 5-credit lab courses	3 lab courses	3 lab courses <i>Including Biology, Chemistry, and Physics</i>	4 lab courses <i>Including Biology, Chemistry, and Physics</i>
World Language** ** Beginning with the class of 2030.	[2] 5-credit high school level courses <i>in the same language</i>	2 high school courses <i>in the same language</i>	2-3 high school courses <i>in the same language</i>	2-3 high school courses <i>in the same language</i>
Physical Education	[4] 2.5-credit courses	Varies by college/university	Varies by college/university	Varies by college/university
Arts ( <i>music, visual, drama</i> )	[1] 5-credit course or 2.5-credit course	Varies by college/university	Varies by college/university	Varies by college/university
Technology	[1] 5-credit course or 2.5-credit course	Varies by college/university	Varies by college/university	Varies by college/university
Health	[1] 2.5-credit course	Varies by college/university	Varies by college/university	Varies by college/university
Electives	Any combination of offered electives such as business education, technology, arts, etc.			

\*Civic Action Project – Graduation Requirements

In accordance with Massachusetts State Law and a mandate through the Department of Secondary Education, all students at Turners Falls High School must participate in a Civic Action Project in order to fulfill all graduation requirements. The Civic Action Project will be embedded into the American History & Culture 2 curriculum to ensure full access and participation for all students. In the event that a student is dual-enrolled during junior and/or senior years, they will work directly with the department head (or a designee) and be provided an opportunity to complete an independent Civic Action Project.

## **Competency Determinations for TFHS**

To receive a TFHS diploma, all students must meet the competency determination (CD) for coursework and local graduation requirements. To meet the competency determination required by state law, students must take and pass the following courses with a grade of 60 or higher to demonstrate proficiency:

1. English 9 or Integrated ELA
2. English 10 or Integrated ELA
3. Algebra I or Algebra II, Foundations of Mathematics
4. Geometry or Integrated Math
5. Two of the following courses:
  - a. Biology
  - b. Physics
  - c. Chemistry
  - d. Integrated Science
  - e. Environmental Science

Transfer students to TFHS who enter after 9th grade will undergo a transcript review by the principal (or designee) to determine whether the coursework from the sending school(s) can be applied to the competency determination. If the review determines that the student has not met the competency determination, alternatives will be offered to provide an opportunity for the student to meet this requirement. Alternatives may include summer school, online coursework, mastery performance exams, the Education Transitions Program at GCC, or other alternatives deemed suitable by the Principal or designee. Such alternatives may require additional time outside the school day/year.

This requirement does not apply to students who have earned the competency determination prior to January 2025.

## **Credit Requirements for Graduation**

A minimum 155 credits is required. Graduation requirements will be individually determined for those students identified under Chapter 766 regulations and students who transfer into the school. At any time, it is recommended that students meet with the school counselor to ensure they are on track for graduation.

## **Promotion**

Students must earn the following number of credits to officially advance to the next grade. Students with fewer than the necessary number of credits will be allowed to participate in the activities of their original class, but will not be officially promoted until they have earned the required credits.

To be a 10<sup>th</sup> grader – students must have earned a minimum of 35 credits.  
To be an 11<sup>th</sup> grader – students must have earned a minimum of 75 credits.  
To be a 12<sup>th</sup> grader – students must have earned a minimum of 115 credits.

## Credit Increments

- Students earn 5.0 credits for (1 Unit) that meet every day all semester.
- Students earn 5.0 credits for (1 Unit) that meet every other day all year.
- Students earn 2.5 credits for (.5 Unit) that meets every other day all semester.
- Students earn 10 credits (1 Unit) for AP classes that meet every day all year.
- Students earn 5 credits (1 Unit) for AP classes that meet every other day all year.

A “semester” is half a school year (Late-August – Mid-January, Mid-January – Early-June).

## Course Credit

No additional credit will be given for a repeated course in which the student has been previously granted credit. Chorus, Band, School to Career, PE courses, Integrated Courses, and ELL are the only exceptions. Guidance may grant exceptions on a case-by-case basis with administration approval.

## Grading

Students will receive a numeric grade at the end of each grading period, the highest possible grade being 100. Any grade below 60 will be considered failing.

## Incomplete Grades

A student receiving an "Incomplete" is expected to make up the incomplete work within 2 weeks of the date report cards are issued, or receive the grade earned for the marking period involved. Following the incomplete makeup period, a grade of “0” will be assigned for any missing work. Extenuating circumstances may be considered.

In terms of eligibility, incompletes count as an “F” until work is made up.

## Credit Recovery

Prerequisite: difficulty earning credits via classroom instruction either due to transfer or failure to meet course expectations. Online courses are used to bring all students up to grade level and beyond. This program is especially useful for students who are at risk for dropping out due to prior failure and students transferring from other schools who may be missing a course in our required sequence. Students are expected to be self-motivated and willing to work independently. **Eligibility for a credit recovery course requires a final course grade of at least 50 percent.**

## Curriculum Levels

There are three curriculum levels at Turners Falls High School. All courses are assigned a curriculum level to designate their weight for college admissions purposes. Level one courses carry the greatest weight in college admissions. Advanced Placement courses are level one; honors courses and selected advanced academic courses are level two. Most other academic courses are level three. GAP, Internships, School to Work,

Academic Support, Transitions, Therapeutic, and Life Skills courses are unlevleed and count towards a student's graduation requirements, but not GPA.

## **Advanced Placement Courses**

If a student drops an Advanced Placement (AP) class mid-year in any subject, the course will be changed to an honors level course on the student's transcript and will be reduced to honors weight when calculated into the GPA.

AP exam fees for all students will be covered by the district.

## **Required Assessments**

In accordance with the Massachusetts Education Reform Act of 1993, Turners Falls High School will administer state-mandated MCAS tests. Students will take the Biology MCAS in grade 9, English Language Arts, and Mathematics tests in grade 10; students must participate in ALL THREE of these assessments.

Participation in the MCAS is required by federal and state law, and DESE's accountability system uses assessment participation rates (and the resulting achievement and growth data) in its annual determinations made through the district and school accountability systems.

Questions about these participation guidelines should be directed to [mcas@mass.gov](mailto:mcas@mass.gov).

# **PLANNING A STUDENT PROGRAM**

Teachers and counselors assist students in designing their programs. Parents' wishes, teacher recommendations, the student's abilities, interests, achievements and future plans are given careful consideration in the counseling process.

## **Selection of Courses**

Selection of courses for a future program is accomplished yearly through a procedure established by the school administration. This process usually takes place during late winter and requires students to select those courses they wish to take during the coming year. Students will be asked to select their courses through the Plus Portal. Parents are encouraged to review course selections on the portal with their student.

## **Parent Conferences**

Time for formal parent conferences is scheduled in both the fall and spring. However, parents also can access regular updates on the Plus Portal to monitor student progress, and are encouraged to confer at a mutually convenient time with guidance counselors, teachers or administrators throughout the school year.

## **Program or Schedule Changes**

The course selection process is extremely important. Before signing up for courses, students are encouraged to think carefully about what can be reasonably accomplished in one year. Taking the time to plan carefully will prevent problems during the school year. See page 43 for a Four Year Plan Worksheet. The Master Schedule is built around the number of course requests received. Dropping or adding courses after student scheduling is complete may result in a lack of schedule change options. **Student-initiated course changes are not**

**allowed after the first week of each semester**, except AP courses, which may be changed. Parental approval is also required when moving from a higher level course to a lower level course. Counselors must approve all schedule changes. When ready, schedules are available in the Plus Portal.

## **Early Entrant Program**

Students who are interested in enrolling in courses full or part-time at a state university, college or community college in their junior or senior year should see their counselor. Students must have approval from guidance, administration and parents to be considered for the early entrant program. This program is not funded by the state. Therefore, students and their families are responsible for tuition, fees, books, and transportation.

## **Educational Transitions Program (ETP)**

An Educational Transitions Program (ETP) student is defined as a junior or senior who considers themselves to not be successful in a regular high school environment, who may or may not need to make up credits for graduation, and who is eligible for free or reduced lunch. Students can participate full or part time in coursework at Greenfield Community College. Transportation is the responsibility of the student and should be discussed with the ETP program coordinator at GCC.

- Students must be juniors or seniors enrolled at Turners Falls High School
- All GCC courses with the exception of physical education courses and developmental courses (those that begin with an 090 course number) are considered honors or AP level courses and will be calculated into the student's overall grade point average.
- Final determination of enrollment into the ETP program is based on funds available and ultimately decided by Greenfield Community College with input from the administration and guidance counselor at Turners Falls High School.
- ETP participants are required to check in at the beginning and end of each semester and as needed with their guidance counselor at Turners Falls High School to update them on their progress, address concerns, and discuss their attendance.
- If a student fails any GCC course, they along with their parents will be required to meet with the counselor and the principal to determine if the student should continue in the ETP program and create an alternative plan for future success, not limited to returning to Turners Falls High School to complete their graduation requirements.
- Upon successful completion of non-developmental GCC courses, students will be awarded high school credit as well as credit at GCC toward an Associate's Degree.
- Mandatory attendance is required during all course meetings scheduled at Greenfield Community College. If a student is not attending classes, the GCC ETP Program Coordinator is required to notify the administration at Turners Falls High School and the student may be removed from the ETP program.

## **College Entrance Guidance**

**The recommendations above in the Recommended Pathway Towards Graduation and those listed below should be attended to by students planning on attending college.**

- Students should achieve a minimum of a C, preferably higher, in all college preparatory subjects
- Students who are considering a major in science, engineering, medicine, or mathematics should take Math courses through Calculus and science courses through Physics
- Students should take a minimum of two courses in a given world language; four courses are strongly encouraged.

**Students are encouraged to take the most rigorous selection of courses they can reasonably manage, and that aligns with their personal goals.**

A high school diploma is only one component in the application process for admittance to college. The student's scholastic record and SAT/ACT test scores are among the most important measures which college admission officers consider choosing candidates. Chances of college admission are increased if a student has above average grades. A student should determine as early as possible the type of college or technical school he/she wishes to attend in order to select the proper high school courses to meet admission requirements.

Broad preparatory guidelines can be drawn for various types of colleges and other post-high school programs; however, each school has its own admission requirements. It is incumbent upon the student, with help from a counselor, to become familiar with the requirements.

**Private colleges or specific programs may differ in their requirements. Check with your counselor.**

## **MASSACHUSETTS STATE UNIVERSITY SYSTEM AND UMASS MINIMUM ADMISSIONS REQUIREMENTS**

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

### **Freshman Applicants**

The admissions standards for freshmen applicants include:

- 17 required academic courses
- A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application
  - An SAT or ACT score

### **Academic Course Requirements for MA System College Freshman Class**

College preparatory courses distributed according to the chart below are required of all applicants. A course is equivalent to one full school year of study. Courses count toward the distribution only if passed and recorded on a student's transcript.

- *English* - 4 courses
- *Mathematics* - 4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework), including mathematics during the final year of high school
- *Sciences* - 3 courses (Drawn from Natural Science and/or Physical Science and/or Technology/Engineering), including 3 courses with laboratory work
- *Social Sciences* - 2 courses (including 1 course in American History)
- *World Languages* - 2 courses (in a single language)
- *Electives* - 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

# INNOVATION CAREER PATHWAYS

Turners Falls High School is thrilled to offer our students **three** Massachusetts Department of Elementary and Secondary Education Innovation Career Pathways designations in Healthcare and Social Assistance, Advanced Manufacturing/Engineering, and Environmental and Life Sciences. Innovation Career Pathways are structures within Massachusetts high schools that are designed to connect students to a broadly-defined industry sector that is in high demand in the regional and state economy. Schools leverage strong partnerships with employers to provide students career awareness and work-based learning activities.

Students participate in a series of courses and experiences relevant to achieving industry recognized credentials. Participation in this kind of pathway will provide students a significant advantage whether attending college or entering the workforce. Massachusetts' Innovation Pathways draw on three decades of successful practices and are designed to support schools to enhance a student's ability to gain awareness and preparedness for future employment opportunities, fully prepare academically, and make informed choices related to postsecondary pathways in the industry of their interest. The specific Innovation Career Pathway designation is recognized by colleges and employers in the state. In an Innovation Pathways student's senior year, they participate in a 100-hour internship during school hours.

In the pathways, students will earn industry-recognized certifications, such as CPR, First Aid, AED, and Occupational Safety & Health (OSHA) 10-hour General Industry.

Students can apply for the Healthcare and Social Assistance and Advanced Manufacturing pathways entering their ninth grade year. Students can apply for the Environmental and Life Sciences pathway entering their tenth grade year. Acceptance into each program is not based on past academic performance or if a student has an Individualized Education Plan (IEP) or 504. After a student has submitted a short application (found on the school website), they are interviewed in order to share more about their interests.

The following extra supports are offered to all Innovation Career Pathways students: transportation to internship, academic tutors, presentations from industry leaders, career fairs, My Career and Academic Plan (MyCAP curriculum), support from partners (Mass Hire & Community Action for Healthcare & Social Assistance and Mass Hire & Massachusetts Manufacturing Extension Partnership (MassMEPA) for Manufacturing).

## **Healthcare and Social Assistance Innovation Career Pathway**

- IP Health
- Medical Terminology
- Intro to Nursing

## **Manufacturing Innovation Pathway**

- PLTW Introduction to Engineering
- Computer Integrated Manufacturing

## **Environmental and Life Sciences Pathway**

- Chemistry or Honors Chemistry
- AP Environmental Science or a combination of Plant & Soil Science and Climate Science

All students in a pathway are required to take an Internship Prep course in their junior or senior year. Followed by a 100-hour internship in the field.

# COURSE DESCRIPTIONS

## ENGLISH LANGUAGE ARTS

All students should read and listen critically for information, understanding, and enjoyment. They should speak and write clearly, factually, and creatively in standard English. The goal of the English Language Arts department is to teach students how to reason and use language purposefully as they comprehend, construct, and convey meaning through standards-based instruction. To this end the English Language Arts curriculum at TFHS fosters the advancement of reading, writing, and critical thinking skills. Courses include a variety of literary genres, which increase an awareness of self, community, and the world. Writing assignments and class discussions will facilitate and promote reflection, interpretation and analysis through the literature assigned and creative prompts given by the instructor.

To fulfill graduation requirements students must pass at a minimum four 5-credit classes in English Language Arts.

### Two-Year Rotation of Courses

#### **AP Language and Composition** on rotation with **AP Literature and Composition**

#### **0102 English 9**

*(C.L.-3)*

*Grade 9*

*5 Credits*

English 9 is the introductory course in the high school English program. The course is designed to help students develop their composition skills through an understanding of the writing process, with instruction in grammar, spelling, and mechanics. Students will analyze literature and media, and develop critical thinking and reading skills.

#### **0104 Honors English 9**

*(C.L.-2)*

*Grade 9*

*5 Credits*

While mirroring English 9, this course will move at a faster pace and is designed for the highly motivated student with a strong interest in language and literature.

#### **0112 English 10**

*(C.L.-3)*

*Grade 10*

*5 Credits*

Students in this course will engage in an intensive study of literature and language. The major emphasis will be for them to recognize and respond to themes inherent in the works of a wide variety of authors representing numerous genres. Students will begin to learn to analyze what they read through several commonly utilized critical lenses. They will participate regularly in focused discussions and construct highly organized, multi-paragraph essays to demonstrate their understanding and expand their critical thinking/writing skills.

**0114 Honors English 10**

*(C.L.-2)*

*Grade 10*

*5 Credits*

This course is designed to challenge highly motivated students who have demonstrated advanced reading, writing, and thinking skills. As in English 10, students will engage in an intensive study of literature. The major emphasis will be for them to recognize and respond to themes inherent in the works of a wide variety of authors representing numerous genres. They will participate regularly in focused discussions and construct highly organized, multi-paragraph essays to demonstrate their understanding and expand their critical thinking/writing skills. As honors students, they will be required to complete their work at a much faster pace than students taking English 10, providing greater exposure to a wider selection of authors.

**0147 Language Arts Laboratory**

*(C.L.-3)*

*Grades 9-12*

*5 Credits*

Language Arts Laboratory provides instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities. This course will support students in preparing for the ELA MCAS test.

**0122 American Literature**

*(C.L.-3)*

*Grades 11-12*

*5 Credits*

Students in this course will identify, analyze and apply knowledge of literature and language to expand their analytic essays, persuasive speeches, and research presentations. Focused study will include various literary genres, terms and devices, application of critical lenses, and analytic tools and strategies. This course will explore American Literature from its inception to contemporary times across a variety of cultural, historical, and social backgrounds.

**0124 Honors American Literature**

*(C.L.-2)*

*Grades 11-12*

*5 Credits*

Students in this honors course will identify, analyze and apply knowledge of literature and language to expand their analytic essays, persuasive speeches, and research presentations. Focused study will include various literary genres, terms and devices, application of critical lenses, and analytic tools and strategies.

This course will explore American Literature from its inception to contemporary times across a variety of cultural, historical, and social backgrounds

**0132 20<sup>th</sup> Century Literature**

*(C.L.-3)*

*Grades 11-12*

*5 Credits*

20<sup>th</sup> Century Literature continues to build on skills taught throughout the high school sequence. Students will sharpen analytical abilities while learning to comprehend the challenging techniques of Modernist and Post Modernist literature and media. Attention will focus on improving extended essays by increasing command of language and acquiring various structural patterns.

### **0134 Honors 20<sup>th</sup> Century Literature**

*(C.L.-2)*

*Grades 11-12*

*5 Credits*

20<sup>th</sup> Century Literature continues to build on skills taught throughout the high school sequence. Students will sharpen analytical abilities while learning to comprehend the challenging techniques of Modernist and Post Modernist literature and media. Attention will focus on improving extended essays by increasing command of language and acquiring various structural patterns.

### **0123 Creative Writing**

*(C.L.-3)*

*Grades 11-12*

*2.5 Credits*

In this course, students will find words for their stories and give them shape. Students will learn through reading examples and direct instruction, guidelines for writing fiction, nonfiction, and poetry. Students will practice skills and techniques for getting started, solidifying ideas, revising, and publishing.

### **0135 Journalism - Read All About It!**

*(C.L.-3)*

*Grades 11-12*

*2.5 Credits*

In this course, students will be taking on the responsibility of meeting deadlines, editing, creating and producing articles for local publication. Student-led interests, interviews, art and entertainment, and editorials will be infused along with traditional trends and demands of mainstream journalism and editorial writing.

### **0129/0127 Advanced Placement Literature & Composition (Offered in the 2027 - 2028 Academic Year)**

*(C.L.-1)*

*Grades 11-12*

*10 Credits*

You may earn college credit upon successful completion of this accelerated English course that offers Advanced Placement exam preparation and practice in Literature and Composition, extensive readings, rigorous literary research, critical analysis techniques, and assistance in improving writing skills. Come prepared for challenging coursework. \*All Advanced Placement (AP) Courses have a mandatory summer assignment which must be completed before the course begins. This course will prepare students to take the AP exam in May

### **0146/0150 Advanced Placement Language and Composition (Offered in the 2026 - 2027 Academic Year)**

*(C.L.-1)*

*Grades 11-12*

*10 Credits*

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. \*All Advanced Placement (AP) Courses have a mandatory summer assignment which must be completed before the course begins. This course will prepare students to take the AP exam in May.

## **0119 Integrated ELA**

*(C.L.-3)*

*Grades 9-12*

*5 Credits*

**Integrated ELA** is a small group, specialized class designed to provide basic reading instruction for students with specific learning disabilities who are performing significantly below grade level. This class may differ from year to year based on the student's needs and abilities. Instruction may take the form of reading tutoring in phonemic awareness, phonics, decoding, encoding, sight word practice, reading comprehension, vocabulary building, and writing skills. The emphasis in this course is on the progress of individual students, using an assortment of diagnostic and benchmark assessment tools including the i-Ready diagnostic.

## **ENGLISH LANGUAGE EDUCATION (ELL)**

The goal of the English Language Education department is to provide students with a program of study that complements our District's mission, is inclusive, and honors the linguistic and cultural diversity found within our student population. It takes into account federal and Massachusetts' laws about educating public school English Language Learners.

Students identified as English Language Learners (ELL) are assigned to one of five levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging and 6-Reaching) Students are provided with a program of study in English as a Second Language (ESL). ELL classes are considered regular education and are provided in learning environments that are equitable to typical English Language Arts classes.

## **009X English Language Learners**

*(C.L.-3)*

*Grades 9-12*

*5 Credits*

This course, leveled as needed, addresses the four core skill areas of the English language: reading, writing, speaking and listening. For students at levels 1 & 2, the focus is primarily on communicative language skills of BICS (Basic Interpersonal Communication Skills) as well as developing literacy skills in English. For students at levels 3, 4, & 5, the course focuses on developing academic language CALP (Cognitive Academic Language Proficiency) in all four skill areas, as well as increasing complexity of students' social language. These courses fulfill the English credit requirement for ELLs to graduate.

# FINE ARTS

The Fine Arts Curriculum at Turners Falls High School meets the educational needs of students through a variety of performing ensembles, specialized courses and extracurricular activities such as concerts, exhibitions, parades and theater performances. The program is designed to develop skills, knowledge and appreciation of the arts in all students according to their interest, talent and abilities. Fine Arts offer the opportunity for individual and group expression through performance and composition. Fine Arts also develops communication, listening, reading and psychomotor skills.

## Art

### **0859 Ceramics 1**

*(C.L.- 3)*

*Grades 9-12*

*2.5 Credits*

This course develops basic skills in the creation of 3-D forms and functional ware from clay. With an emphasis on studio production, this course is designed to develop higher-level thinking and technical skills, art history, and aesthetics. Students will become proficient at wheel work, hand-building techniques, and glazing methods. Class size is limited to 12.

### **0862 Ceramics 2**

*(C.L - 3)*

*Grades 9-12*

*2.5 Credits*

This course will build on knowledge and techniques learned in Ceramics 1. Emphasis will be placed on design, refining hand-building techniques, exploring visual culture and developing a cohesive body of work through open assignments. By continuing to practice on the wheels, students will be able to create more sophisticated forms such as mugs, vases and teapots. Students will learn about what it takes to pursue a career in Ceramics by talking to local potters about career options and analyzing professional work. Class size is limited to 12. Prerequisite: Ceramics 1

### **0870 Foundations of Art**

*(C.L.- 3)*

*Grades 9-12*

*2.5 Credits*

Foundations of Art, covers basic art concepts and techniques through a sequential program of hands-on media. Basic art making techniques are taught and practiced. The goal of Foundations of Art is to increase artistic abilities through knowledge of concrete skills, techniques and studio practice, as well as an understanding and appreciation of the arts from ancient, and world cultures. This class requires a sketchbook. Class size is limited to 15

### **0861 Advanced Portfolio**

*(C.L.- 2)*

*Grades 9-12*

*5 Credits*

Advanced Portfolio is designed for the serious and motivated student who wishes to further develop an art portfolio through studio and homework projects. Students will build upon their artistic skills in drawing, printmaking, and 3-Dimensional media. Emphasis is placed on the development of craftsmanship, technique, composition, content and critique. The art history curriculum explores impressionism through Contemporary

Art. This class requires a sketchbook. Entrance into the class is by the approval of the teacher and administration.

### **0875 Drawing**

*(C.L.- 3)*

*Grades 9-12*

*2.5 Credits*

Prerequisite: Foundations of Art

Drawing 1 focuses on rendering from direct observation with a variety of media. The curriculum stresses visual perception, composition and creative problem solving. The art history curriculum explores European art from medieval times through Romanticism. This class requires a sketchbook. Class size is limited to: 15

### **0876 Painting**

*(C.L.- 3)*

*Grades 9-12*

*2.5 Credits*

Painting includes acrylic, oil and watercolor painting techniques. Advanced techniques covered are canvas building, paper stretching, glazing, and transparent washes. Value, composition, color theory and studio maintenance are emphasized. This class requires a sketchbook. Class size is limited to: 12. Prerequisite: Foundations of Art

### **0877 Independent Studio Internship**

*(C.L.-3)*

*Grades 10-12*

*5 Credits*

This is a course option for motivated juniors/seniors who want to work independently at an advanced level and cannot fit an appropriate art class in their schedule or have exhausted the fine arts course offerings. Students will develop a concept into a plan of action and complete a body of work, like an artist-in-residence model. Interested students should see the art teacher to develop a plan.

## **Theater Arts**

### **0868 Theater Arts: Acting 1**

*(C.L.- 3)*

*Grades 9-12*

*2.5 Credits*

Acting 1 is an introduction to acting. Students will study the theater through acting exercises, improvisations, monologues, scene work and other aspects of theater, including its history and development of various acting methods. Students will participate in second-quarter performance projects, as well as a wide variety of writing projects. All Theater Arts students will be expected to memorize lines and perform on stage.

### **0873 Theater Arts: Acting 2**

*(C.L.- 3)*

*Grades 9-12*

*2.5 Credits*

Acting 2 is a more in-depth acting experience. Students will study the theater through acting exercises, improvisations, monologues, scene work and other aspects of theater, including its history and development of various acting methods. Students will participate in second-quarter performance projects, as well as a wide

variety of writing projects. All Theater Arts students will be expected to memorize lines and perform on stage. A pre-req of Acting 1 (or special permission) is required to take Acting 2.

### **0863 Theater Arts: Acting 3**

*(C.L.- 3)*

*Grades 9-12*

*2.5 Credits*

Acting 3 is an advanced high school class designed to elevate students' acting skills to the next level by not only honing their performance abilities but also introducing them to the art of directing. This immersive course empowers students to co-write scenes, delve into the intricacies of directing, and ultimately collaborate on a unique and original performance as their final project. A prerequisite of Acting 1 and 2 (or special permission) is required to take Acting 3.

### **0849 Musical Theater**

*(C.L.- 3)*

*Grades 9-12*

*2.5 Credits*

Musical Theater integrates singing, dancing, and acting to tell compelling stories. Musical theater is by far the most popular interest for theater students. This proposed high school class aims to provide students with a comprehensive understanding of the history, techniques, and performance aspects of musical theater. By delving into this genre, students should develop a greater appreciation for the art form while honing their own skills in singing, dancing, and acting.

## **Music**

Vision Statement: To provide all students with the opportunity to have first-class experiences in the performing arts. We seek to foster a society that values music both as part of a universal education, and as an essential expression of the human experience and spirit.

Purpose: To serve as a creative outlet for all students with musical ability who might wish to participate, while at the same time serving: the music department, the school and its community, and the student body through its public performances.

### **0817/0818 Band A /Band B**

*(C.L.-3)*

*Grades 9-12*

*2.5 Credits/2.5 Credits*

Prerequisite: Minimum of 1 year prior experience in band or special permission from the teacher  
Band A runs semester 1 and Band B runs semester 2. Band is a great place for students to develop their skills, engage in the community, actively participate in musical performances, gain leadership experiences that will give them the tools they need to succeed beyond the classroom, and have fun with peers and friends. High school band members will continue to develop their musical ability through performances, rehearsals, sectionals, extracurricular activities, and daily practice. Band rehearsals and sectionals happen during the school day. Attendance at all rehearsals and performances is mandatory. Students will be encouraged to take leadership roles and continue to set high standards as they strive to attain excellence. Students must have taken at least 1 year of band or get special permission from the teacher to take this course.

### **0819/0820 Choir A/Choir B**

(C.L.-3)

Grades 9-12

2.5 Credits/2.5 Credits

Choir A runs semester 1 and Choir B runs semester 2. Choir is a great place for students to develop their skills, engage in the community, actively participate in musical performances, gain leadership experiences that will give them the tools they need to succeed beyond the classroom, and have fun with peers and friends. High school choir members will continue to develop their musical ability through performances, rehearsals, sectionals, extracurricular activities, and daily practice. Choir rehearsals and sectionals happen during the school day. Attendance at all rehearsals and performances is mandatory. Students will be encouraged to take leadership roles and continue to set their standards higher as they strive to attain excellence.

### **0831 Introduction to Guitar**

(C.L.-3)

Grades 9-12

2.5 Credits/2.5 Credits

Introduction to Guitar will happen E1 during the Fall Semester

This introductory-level course is for anyone interested in learning the basics of playing the guitar. Students will learn technical performance skills, scales, parts of the instrument, how to read tab and music theory, and chord progressions. In class, students will perform alone and with others various songs and exercises. All students interested in learning how to play guitar with no prior experience are welcome.

### **0832 Exploration of Film Music**

(C.L.-3)

Grades 9-12

2.5 Credits/2.5 Credits

Exploration of Film Music will happen E1 during the Spring Semester

This course is a deep dive into the world of film music. From the silent era to today, we will explore the development of film, the introduction of sound to moving pictures, the birth of film scores, musical terminology and elements in film, composers, and more. The class is open to any and all students interested in learning about music in movies.

### **Music Masterclass**

Grades 9-12

2.5 Credits/2.5 Credits

Music Masterclass will happen E 1 during the Fall Semester alternating every other year with Introduction to guitar.

This course will tackle three major aspects of music; auditions, music theory, and music history. We will start by introducing students to techniques and tips to prepare them for an audition. Through daily practice and reflection students will gain experience auditioning and will create a portfolio/resume for them to use in future auditions or interviews. The second unit will be a fast-paced deep dive into music theory. Students will learn how to read and write music by understanding major concepts of musical notation. The third and last unit will introduce students to the different musical history eras, their composers, and major developments that would change music forever.

Prerequisite: students in 9th-12th grade who have taken lessons on an instrument or been in either band or choir for a minimum of 2 years are welcome to enroll in the class.

## **Exploration of Video Game Music**

Grades 9-12

2.5 Credits/2.5 Credits

Exploration of Video Game Music will happen EI during the Spring Semester alternating every other year with Exploration of Film Music.

This course is a deep dive into the world of video game music. From the first games of the 70's and 80's to today, we will explore the development of games, introduction of sound to games, the birth of the home console, musical terminology and elements in video games, composers, and more. The class is open to any and all students interested in learning about music.

## HISTORY AND SOCIAL STUDIES

History and Social Studies covers a wide range of constantly changing subject matter: American and World History, Psychology, Culture, Geography, Civics, Government and Law. The curriculum gives the student a strong base in traditional studies and also provides the opportunity to explore interesting new areas such as Environmental History and Advanced Placement college-level courses.

Graduation Requirements: To fulfill graduation requirements, students must pass three 5-credit classes in History and Social Studies: World History, American History I, and American History II. In addition, the History and Social Studies department recommends that students planning to attend college should take at least one additional elective course in history to prepare for college admissions.

**Two-Year Rotation of Courses**  
**AP Psychology** on rotation with **Psychology**  
**AP European History** on rotation with **AP US History**

### **0245 World History I: Revolutions, Civics, and Global Perspectives**

(C.L.-3)

Grade 9

5 Credits

This freshman World History course introduces students to major turning points in global history through the theme of **Revolution**. Students will study topics such as the **Renaissance, Enlightenment, Scientific Revolution, American and French Revolutions**, the events leading to the adoption of the **U.S. Constitution**, the **Modernization of Japan**, the **Russian Revolution**, and the technological and political revolutions of **World War II**.

Students will examine history through multiple lenses, including **historical events, literature, art, and music**, while developing a broader understanding of world cultures and regions. A major goal of the course is the development of a **world perspective**—helping students understand how ideas, movements, and conflicts shape societies across time and place.

The course emphasizes essential skills in **reading, research, writing, civics, and historical thinking**. Students will demonstrate their learning through **class discussions, collaborative work, projects, and research-based writing assignments**. Special attention is given to building strong **research and writing habits**, including using sources, organizing ideas, and supporting claims with evidence.

### **0246 Honors World History I: Revolutions, Research, and Global Perspectives**

(C.L.-2)

Grade 9

5 Credits

This honors-level freshman World History course explores major developments in global history through the unifying theme of **Revolution**, with an increased emphasis on **research, analytical writing, and independent inquiry**. Students will study the **Renaissance, Enlightenment, Scientific Revolution, American and French Revolutions**, the events leading to the adoption of the **U.S. Constitution**, the **Modernization of Japan**, the **Russian Revolution**, and the technological and political revolutions of **World War II**.

Students will investigate how revolutionary ideas and movements transformed societies across different regions of the world, while examining history through **primary and secondary sources**, as well as **literature, art, and music**. A central goal of the course is the development of a **world perspective**, encouraging students to make connections across cultures, time periods, and historical themes.

Honors students will engage in rigorous practice in **historical thinking, civics, reading, research, and writing**, with a particular focus on **research writing**. Students will complete more advanced writing tasks that emphasize **thesis development, evidence-based argumentation, source analysis, citation, and clear academic organization**. Learning will be demonstrated through **independent research projects, collaborative inquiry, presentations, and analytical writing assignments**.

### **0247 American History & Culture I**

*(C.L.- 3)*

*Grade 10 - 11*

*5 Credits*

Beginning with early Native American cultures and the nature of the land, key topics will also include colonial society, the causes and effects of the American Revolution, westward expansion, conflicts with Indigenous people and Indian Policy, as well as the nature and abolition of slavery that gave rise to the Civil War. Themes of freedom, immigration, wealth and poverty, and reform movements will be the focus of readings, projects, maps and other assessments. Students are required to develop research strategies and skills, develop essays, participate in group activities/presentations, and learn study strategies for taking exams and quizzes. Civics education and current events will be another important goal of the course.

### **0248 Honors American History & Culture I**

*(C.L.- 2)*

*Grade 10 - 11*

*5 Credits*

Honors students will be challenged with additional readings, advanced primary source analysis, and high expectations for group discussion and presentation. Beginning with early Native American cultures and the nature of the land, key topics will also include colonial society, the causes and effects of the American Revolution, westward expansion, conflicts with Indigenous people and 'Indian Policy,' as well as the nature and abolition of slavery that gave rise to the Civil War. Themes of freedom, immigration, wealth and poverty, and reform movements will be the focus of readings, projects, maps and other assessments. Students are required to develop research strategies and skills, develop essays, participate in group activities/presentations, and learn study strategies for taking exams and quizzes. Civics education and current events will be another important goal of the course.

### **0244 American History & Culture II\***

*(C.L.-3)*

*Grade 11 - 12*

*5 Credits*

This is the second year of essential U.S. History and Culture, beginning with the Reconstruction period after the Civil War (1877) up to the present. U.S. History II is a requirement for graduation. The rise of American power and influence in the world, conflicts over immigration and labor, civil rights struggles and the expansion of rights and freedoms are major themes in the course. American imperialism, immigration, literature, music, World War II, the Cold War, the 1960s, the Vietnam War, the Civil Rights movements and achievements will be major topics of study. Students will continue to practice and develop research strategies and skills, develop essays and other forms of historical writing, participate in group activities/presentations, and learn study

strategies for taking exams. Civics and citizenship are another important element of the course, and students will select and explore a current issue in American society as part of a Civics Action Project.

### **0242 Honors American History & Culture II\***

(C.L. -2)

Grade 11 - 12

5 Credits

Honors students will be challenged with additional readings, advanced primary source analysis, and high expectations for group discussion and presentation. This is the second year of essential American History and Culture, beginning with the Reconstruction period after the Civil War (1877) up to the present. American History II is a requirement for graduation. The rise of American power and influence in the world, conflicts over immigration and labor, civil rights struggles and the expansion of rights and freedoms are major themes in the course. American imperialism, immigration, literature, music, World War II, the Cold War, the 1960's, the Vietnam War, the Civil Rights movements and achievements will be major topics of study. Students will continue to practice and develop research strategies and skills, develop essays and other forms of historical writing, participate in group activities/presentations, and learn study strategies for taking exams. Civics and citizenship are another important element of the course, and students will select and explore a current issue in American society as part of a Civics Action project.

#### **\*Civics Action Project – Graduation Requirements**

In accordance with Massachusetts State Law and a mandate through the Department of Elementary and Secondary Education, all students at Turners Falls High School must participate in a Civics Action Project in order to fulfill all graduation requirements. The Civics Action Project will be embedded into the American History & Culture 2 curriculum to ensure full access and participation for all students. In the event that a student is dual-enrolled during junior and/or senior years, they will work directly with the department head (or a designee) and be provided an opportunity to complete an independent Civics Action Project.

### **0213 Psychology**

(C.L.-3)

Grades 10-12

2.5 Credits

This is a one semester course that meets every other day, and is designed to introduce the art and science of Psychology. You will discover how to apply its principles to your own life, improving your own wellbeing, memory, learning, and mental health. This course presents psychology as the progress and scientific study of behavior and mental processes. Guiding Questions include: What is intelligence? How do we define a psychological disorder? Why do we sleep and dream? How does the mind influence our behavior? What is the history and future of psychological therapy? This history elective is designed for students who want to explore these questions, write about important psychological studies and create their own psychological experiments. Topics and subjects will include: Psychological Methods, Altered states of Consciousness, Learning, Memory and Thought, Thinking and Language, Motivation, Stress & Health, Psychological Disorders, Group Interaction and the Future of Psychology

### **0217 Introduction to Social Justice**

(C.L. -3)

Grades 10-12

2.5 Credits

In this course, students will learn about oppression and activism of various types and in a variety of ways. It will begin with an exploration of historical and present-day oppression of different groups of people ("-isms"). Then, students will analyze different movements to make change and which were most effective. The semester will conclude with a "Taking Action" project, where students engage in meaningful work to make change in our community (in terms of a social justice issue) and reflect on both the process and product of their work.

### **Introduction to Criminal Justice**

*(C.L. -3)*

*Grades 11-12*

*2.5 Credits*

Students will explore several parts of the US criminal justice system, including law enforcement, homeland security, criminal law, incarceration and rehabilitation, alternative criminal justice approaches (past and present, such as restorative justice), the impact of bias, and criminal justice reform. Students won't simply learn about what exists in our criminal justice system, but rather, they will explore it deeply, analyze it, and create arguments for keeping in place or changing elements of the current system. They will also investigate and reflect upon social, economic, psychological, and other contributing factors to crime and the difference between law and ethics. This is a great course for students who want to go on to study criminal justice or criminology at the college-level.

### **0911 Early Childhood Development**

*(C.L. -3)*

*Grades 10-12*

*2.5 Credits*

Students will learn about early childhood development, including how young children think, learn, grow, and change from infancy through the school-aged years. The course will utilize multiple ways of learning: by reading, researching, watching videos, and observing actual children! Students will create projects to reflect their new learning, including a model of a playground and designs for toys, and will also write and speak about how their knowledge of early childhood development played a role in these designs. This course would be wonderful for students who seek to work in the field of early childhood education or are fascinated by young children!

### **Introduction to World Religions**

*(C.L. -3)*

*Grades 9-12*

*2.5 Credits*

This course explores the major world religions, focusing on their core beliefs, practices, histories, and cultural impacts. We will examine the question of nature and meaning of religion and its interaction in society and culture. Students will study religious traditions including Hinduism, Buddhism, Daoism, Judaism, Christianity, and Islam. Students will have the opportunity to research and present other religions of the world based on their particular interests.

The course encourages critical thinking and cultural understanding, providing students with a comprehensive view of the religious diversity that shapes global societies.

### **0219/0220 Advanced Placement U.S. History**

*(C.L.- 1)*

*Grades 10-12*

*5 Credits/10 Credits*

This is a yearlong course, and will receive 5 credits if it meets every other day and 10 credits for daily class meetings. Summer reading assignments will be required. This course is presented as a college level class and includes United States History from colonization in the 1600's to the present. It is intended to prepare the student for successful completion of the national standardized Advanced Placement Exam administered in May. Upon successful completion of the AP Exam the student may receive credit when entering college. The AP program is nationally recognized and will give the student a chance to compete with other top students from around the country. The national AP exam requires an extensive knowledge of United States History. The exam includes multiple choice questions, two essays, and a document-based essay. Therefore, the course requires extensive practice in terminology, historic analysis, and essay writing. Ongoing supplemental reading is required throughout the course as well. All Advanced Placement (AP) Courses have a mandatory summer assignment which must be completed before the course begins. This course will prepare students to take the AP exam in May

### **0207/0210 Advanced Placement Psychology**

*(C.L.-1)*

*Grades 11-12*

*5 Credits/10 Credits*

Students will be awarded 10 credits if the course is offered every day all year and 5 credits if the course is offered either every other day all year or every day for a semester.

This course is an introductory colleg-level course designed to introduce the student to the science of psychology and to prepare the student for successful completion of the national standardized Advanced Placement exam administered in May. This course is designed for the highly motivated college prep student; it requires a high level of independent study and preparation. Critical thinking and study skills are emphasized. Upon successful completion of a standardized AP exam the student may receive credit when entering college. The AP program is nationally recognized and will give the student a chance to compete with other top students from around the country. The national AP exam requires an extensive knowledge of psychology vocabulary and concepts; students are expected to outline each chapter and keep an ongoing vocabulary log or create vocabulary flash cards. The national AP exam requires two written essays; therefore, the course requires extensive practice in essay writing. Ongoing supplemental reading is required throughout the course as well. All Advanced Placement (AP) Courses have a mandatory summer assignment which must be completed before the course begins. This course will prepare students to take the AP exam in May

### **0258/0259 Advanced Placement European History (Offered 2027 - 2028 AcademicYear)**

*(C.L.-1)*

*Grades 11-12*

*5 Credits/10 Credits*

This is a yearlong course, and will receive 5 credits if it meets every other day and 10 credits for daily class meetings. Summer reading assignments will be required.

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural

and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. The national AP exam requires an extensive knowledge of European History. The exam includes multiple choice questions, two essays, and a document-based essay. Therefore, the course requires extensive practice in terminology, historic analysis, and essay writing. Ongoing supplemental reading is required throughout the course as well. AP European History is designed to be the equivalent of an introductory college or university survey of modern European history. College credit can be earned with a score of 4-5 on the AP exam in May All Advanced Placement (AP) Courses have a mandatory summer assignment which must be completed before the course begins. This course will prepare students to take the AP exam in May

# MATHEMATICS

Turners Falls High School utilizes an approach to mathematics instruction that assists our students in meeting the requirements of the MCAS and beyond. The department offers a comprehensive approach to learning algebra, geometry, statistics and probability, trigonometry, pre-calculus and logical reasoning. To fulfill graduation requirements students must pass four 5 credit classes in Mathematics.

Students pursuing college, particularly in the sciences, should take both Geometry or Honors Geometry and Algebra 2 or Honors Algebra 2 and MUST take a college-level math course their senior year. It is strongly recommended that all students have a calculator. The TI-84 Plus calculator is recommended.

## **0317 Foundations of Mathematics**

*(C.L.-3)*

*Grade 9-12*

*5 Credits*

This course is designed for students who would benefit from more in-depth understanding of mathematical concepts that are required for success in Algebra 1. Topics include operations with fractions, decimals, and integers, problem solving skills, solving multi-step linear equations, reasoning with patterns, equations, and graphs, and real world applications.

## **0323 Algebra 1**

*(C.L.- 3)*

*Grade 9*

*5 Credits*

This course helps students prepare for Geometry and Algebra 2. Topics include properties of real numbers, writing and solving linear equations, graphing linear equations and functions, solving and graphing linear inequalities, systems of linear equations, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational equations and functions, and radicals and connections to geometry.

## **0337 Geometry**

*(C.L.- 3)*

*Grades 9-12*

*5 Credits*

Topics include work with segments and angles, parallel and perpendicular lines, triangle relationships, congruent triangles, quadrilaterals, similarity, area of polygons and circles, surface area and volume, right triangles and trigonometry, and circle relationships

## **0338 Honors Geometry**

*(C.L.-2)*

*Grades 9-12*

*5 Credits*

This course helps students prepare for Honors Algebra 2. Topics include work with reasoning and proof, perpendicular and parallel lines, congruent triangles, properties of triangles, quadrilaterals, transformation, similarity, right triangles and trigonometry, circles, area, surface area and volume.

**0339 Algebra 2**

(C.L.-3)

Grades 10-12

5 Credits

This course is recommended for college-bound students and prepares students for Advanced Algebra. Topics include equations and inequalities; linear equations and functions; systems of equations and inequalities; complex numbers, quadratic functions; polynomials and polynomial functions; power functions, root functions, exponential functions and introduces logarithmic functions.

**0341 Honors Algebra 2**

(C.L.- 2)

Grades 10-12

5 Credits

This course covers all Algebra 2 concepts in a more in-depth manner and additional units; completes logarithmic functions and irrational functions. Recommended for students wishing to take Pre-Calculus and Calculus in their junior and senior year.

**0625 Personal Finance**

(C.L.-3)

Grades 11-12

5 Credits

Personal Finance is designed to help students learn and apply valuable life skills in money management, savings and investing, credit management and to become a smarter consumer. By exploring and understanding successful strategies, students will have the opportunity to discover an abundance of information available to help manage their lives and their resources including the mathematics involved in automobile, personal and mortgage loans; state and federal income tax preparation; and investments and home construction.

**0335 Pre-Calculus**

(C.L.- 2)

Grades 11-12

5 Credits

This course is designed for the serious math student who intends to take Calculus either in high school or in college. Topics include: polynomials, exponents, logarithms, analytic geometry, trigonometric equations and applications, triangle trigonometry, matrices, polar coordinates and complex numbers. Recommended for juniors who wish to take AP Calculus and college-bound seniors. This course will run every other day all year.

**AP AB Calculus**

(C.L.- 1)

Grades 11-12

10 Credits

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. This course will run every other day all year.

### **0350 Statistics**

*(C.L.- 3)*

*Grades 11-12*

*5 Credits*

This course is designed for math students who wish to learn about probability and how it can be applied to everyday life. Students will engage in data collection, organization and interpretation. They will learn the principles of surveying and experimental studies through investigations.

### **0325 Integrated Mathematics - Combined with Foundations**

*(C.L.-3)*

*Grades 9-12*

*5 Credits*

**Integrated Mathematics** is a small group, specialized class designed to support students in improving their math skills. Students with math-specific learning disabilities or who need stronger foundational skills to find success in their subsequent math classes are encouraged to take this class. The students will be met at their individual abilities based on previous math scores/reports, MCAS data, iReady data, or IEP (Individualized Education Program) math goals. Integrated Mathematics provides instruction in basic mathematical skills, integrating the mathematical practices with fluency and accuracy while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include number sense, algebra, geometry, and problem-solving.

## PHYSICAL EDUCATION AND HEALTH

Courses offered will emphasize current health issues, the components of fitness, team sports, individual/dual lifelong sports and activities associated with wellness.

### **Physical Education**

*(C.L.- 3)*

*Grades 9-12*

*2.5 Credits*

In this course, we will start to introduce lifelong sports. Emphasis is placed on learning these concepts in a safe and sportsmanlike environment. Physical Fitness will be developed through a variety of activities. Students will practice advanced skills, game rules, and terminology in a safe and sportsmanlike environment that will build their competence.

### **0902 Health**

*(C.L.-3)*

*Grades 9-10*

*2.5 Credits*

This course will cover topics such as developing a healthy self, nutrition, safety and environmental health, mental and emotional health, healthy and safe relationships, human sexuality, and substance abuse prevention. In addition, students will explore key skills that are vital to building a joyful, rewarding, and healthy life. These skills will help them with creating and valuing lifelong health, decision-making, taking healthy risks, understanding media influences, managing emotions, improving family communications, and developing healthy relationships

### **0447 Innovation Career Pathways Health**

*(C.L.-3)*

*Grade 9-11*

*2.5 Credits*

Each student will earn the following certifications: CPR, First Aid, and Occupational Safety & Health (OSHA) 10-hour industry (which is a safety course that covers general safety and health hazards for entry-level workers. Some topics covered are: slip, trip and fall; hazard protection; fixed and portable ladder safety; fire prevention, protection and emergency egress safety; dangers of electrical hazards; and using and choosing personal protective equipment.) This course is open to all students, however only students enrolled in the Innovation Pathways program will receive the official designation. (Innovation Pathways required health course.)

## SCIENCE

The Science department provides standards-based curricula developed in accordance with the state of Massachusetts science frameworks. We provide inquiry-based laboratory investigations where students make observations about the natural world and model the behavior of Scientists they observe and explore.

### **Two-Year Rotation of Courses** **AP Biology on rotation with AP Environmental Science**

#### **Biology**

*(C.L. -3)*

*Grade 9*

*5 Credits*

Biology is aligned to the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework. The high school biology standards allow students to explore complex phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. There is particular emphasis placed on the science and engineering practices of developing and using models; constructing explanations; engaging in argumentation from evidence; and obtaining, evaluating, and communicating information.

#### **Honors Biology**

*(C.L.-2)*

*Grade 9*

*5 Credits*

Honors Biology includes concepts in Biology, as well as an additional inquiry-based project for each quarter, and curricular extensions and opportunities to explore topics in greater depth. Honors extensions may include activities using modeling, predicting possible outcomes of experiments, interpreting experimental data results, and other applications which are used to help students prepare for Advanced Placement or college-level science courses.

#### **0440 Advanced Placement Biology**

*(C.L.-1)*

*Grades 10-12*

*10 Credits*

This course is for the student who has a serious interest in biology and is the equivalent of a two-semester college-level biology course. AP Biology is a 10 credit, yearlong course and follows the AP Biology Curriculum Framework. Class topics are divided into 4 Big Ideas: Evolution, Cell Processes, Genetics & Information Transfer and Interactions. For each Big Idea, there are units with selected chapters. For each unit, there will be an exam which follows a similar format to the AP Exam which all students will take in May. The laboratory component is at least 25% of the class time and we will be doing college-level lab work. Students are expected to perform on the level of a first year college student. Prerequisites: A satisfactory grade in both Biology 1 and Biology 2. Chemistry or concurrently enrolled in Chemistry. All Advanced Placement (AP) Courses have a mandatory summer assignment which must be completed before the course begins. This course will prepare students to take the AP exam in May

### **0411 Chemistry**

*(C.L.-3)*

*5 Credits*

*Grades 10-12*

Chemistry helps students build a base of scientific principles and methods, which better prepares them for other higher-level science courses. In chemistry, students will learn trends and applications of the periodic table, and how chemical reactions occur at the molecular level. Chemistry is a lab based course requiring a basic understanding of algebra.

### **0424 Honors Chemistry**

*(C.L.-2)*

*5 Credits*

*Grades 10-12*

This course covers the same basic content as course 0411 Chemistry, with an expectation that the students will engage more deeply with inquiry activities and practice pre-college lab skills. Students considering careers in science or medicine should take this course.

### **0000 AP Chemistry**

*(C.L. -1)*

*Grade 11-12*

*Credits 10*

This Advanced Placement Chemistry course is equivalent to a one semester, college-level, chemistry course. The rigor of this course is consistent with colleges and universities and will prepare students for the Advanced Placement exam in May. Upon successful completion of the exam, students may receive college credit and will be well-prepared for advanced chemistry coursework. Additional details on this course from the College Board can be found here: [AP Chemistry](#). Prerequisite: Chemistry and Algebra II.

### **Physics**

*(C.L.-3)*

*Grades 10-12*

*5 Credits*

Physics is a classroom laboratory course for science students who have successfully completed Advanced Algebra or Pre-Calculus, or who are currently enrolled in Pre-Calculus. This course focuses on mechanics, which should prepare the student for their first semester of college physics. The following specific topics will be studied: kinematics, vectors, forces, Newton's Laws of Motion, projectile motion, momentum, energy, work, and power. As time allows, some wave topics and current scientific discoveries will also be covered. In studying physics concepts, students will conduct hands-on activities, use sensors, data collection software, textbooks, and online resources. There will be an emphasis on creative problem solving and scientific inquiry.

### **0414 Honors Physics**

*(C.L.-2)*

*Grades 10-12*

*5 Credits*

Honors Physics is an accelerated classroom laboratory course for science students who have successfully completed Advanced Algebra or Pre-Calculus, or who are currently enrolled in Pre-Calculus. This course focuses on mechanics, which should prepare the student for their first semester of college physics. The following specific topics will be studied: kinematics, vectors, forces, Newton's Laws of Motion, projectile motion, momentum, energy, work, and power. As time allows, some wave topics and current scientific discoveries will also be covered. In studying physics concepts, students will conduct hands-on activities, use sensors, data

collection software, textbooks, and online resources. There will be an emphasis on creative problem solving and scientific inquiry. Students should expect a heavy workload of laboratory investigations and assignments.

### **0405 Human Anatomy and Physiology**

*(C.L.-2)*

*Grades 10-12*

*5 Credits*

Human Anatomy and Physiology is an honors or college prep level course that focuses on the scientific exploration of the anatomical forms and physiological processes that enable the human body to support life. In this course, students will explore the major body systems to discover not only how they work, but also about the structures at varying levels of organization (cells, tissues, and organs) that enable the body systems to carry out their required functions. This is a fast-paced, rigorous course that requires students to study outside of the school day. Prerequisite - Biology

### **0419 Plant and Soil Science**

*(C.L.-3)*

*Grades 10-12*

*5 Credits*

Plant and Soil Science is a hands-on course with a focus on basic scientific principles, as well as applications to the real world. We study plant anatomy and physiology, with applications to plant production and propagation. We also study and measure soil characteristics, soil texture, and nutrient content. We make extensive use of the campus greenhouse for our class projects, which include growing greens for the cafeteria salad bar. We will learn how to propagate and tend plants in the greenhouse and in the campus perennial garden. This course involves many hands-on activities; therefore, attendance in school and homework completion is necessary for student success in the course. This class meets in the spring. Prerequisite: Biology

### **0457 Forensic Science**

*(C.L.-3)*

*Grade 11-12*

*5 Credits*

Forensic Science is a two module course focusing on the purposes and analysis of crime evidence. The first part of the course delves into Forensic Psychology where students study how psychological profiling and evidence is used in legal situations. The second module focuses on Forensic Chemistry, and how biological evidence can be used in legal situations

### **0426 Greenhouse**

*(C.L. - 3)*

*Grades 10-12*

*2.5 Credits*

Greenhouse is a hands-on course with a focus on basic scientific principles, as well as applications to the real world. We study plant anatomy and physiology, with applications to plant production and propagation. We also study soil characteristics and measure soil texture and nutrient content. We make extensive use of the campus greenhouse for our class projects, which include growing greens for the cafeteria salad bar. We will learn how to propagate and tend to plants in the greenhouse and in the campus perennial garden. This course involves many hands-on activities; therefore, attendance in school and homework completion is necessary for student success in the course.

## **0000 Environmental Science & Sustainability**

*(C.L.-3)*

*Grade 10-12*

*10 Credits*

In this yearlong, 10 credit science course, you will learn how deeply connected we are to our natural environment, as well as our capacity to change the environment. Our approach will be through experiences and studies of interdisciplinary science including earth sciences, chemistry and ecology, with a local, bioregional focus wherever possible. Our environment provides us “environmental services,” everything needed to survive and to flourish on planet Earth. Our lifestyle can cause damage to these services which can cause harm, or can be aligned with how nature works, and be sustainable. Climate science will be a study of special focus to help us better understand what is behind our changing climate, and its many consequences. We will also explore solutions including renewable energy technologies such as solar, wind and geothermal energy sources, as well as building technologies and sustainable lifestyles. Some other topics include forest ecology, forestry and wildlife management, animal tracking, ecology of local rivers and lakes, and water quality management. We will do many hands-on explorations, labs and field studies.

## **0458 Medical Terminology**

*(C.L.-3)*

*Grade 9-12*

*2.5 Credits*

Medical Terminology is a one-semester course that helps students understand the Greek- and Latin-based language of medicine and healthcare. Emphasis is placed upon word roots, suffixes, prefixes, abbreviations, symbols, anatomical terms, and terms associated with movements of the human body. This course also stresses the proper pronunciation, spelling, and usage of medical terminology. This class is helpful to anyone considering going into science or the healthcare field. This is a required course for the Health and Social Science Innovation Pathway.

## **0446 Introduction to Nursing and Allied Health**

*(C.L. – 3)*

*Grade 10-12*

*5 Credits*

This course is designed to introduce and explore concepts in nursing, processes in nursing care, and select topics related to the promotion of careers in the allied health field. Students acquire an overview of allied health professions and nursing concepts. Students are provided a variety of information related to health maintenance and the identification, evaluation, prevention, and treatment of diseases or conditions. Concepts include health and wellness, the healthcare delivery system, community-based nursing practice, legal principles in nursing, ethics, and evidence-based practice. Processes in nursing care encompass critical thinking, nursing process, informatics and documentation, communication, patient education, and managing patient care. Students will gain lab-based experience. This course is open to all students, however only students enrolled in the Healthcare & Social Assistance Innovation Pathways program will receive the official designation. (Healthcare & Social Assistance Innovation Pathways required technical course) Prerequisite: Biology

## **0443 Advanced Placement Environmental Science**

*(C.L.-1)*

*Grade 10-12*

*10 Credits*

This is a 10-credit, full-year, college-level course for 10th-12th grade students. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems both natural and human-made; to evaluate the relative risks associated with these

problems, and to examine alternative solutions for resolving or preventing them. Students are expected to perform on the level of a first year college student. All students are required to take the AP Environmental Science Exam in May. Prerequisite: Successful completion of Biology. All Advanced Placement (AP) Courses have a mandatory summer assignment which must be completed before the course begins. This course will prepare students to take the AP exam in May

# TECHNOLOGY EDUCATION

In the Science and Technology/Engineering Frameworks, technology refers to Technology Education, which includes both the engineering design process and the understanding and uses of technology in society. The main areas of study include communication, manufacturing, computational thinking, power and energy, transportation, construction, and bio-related technology. It is a discipline that completely integrates with all of the other core subjects.

Passing one Technology course is required for graduation.

## **0787 Exploring Computer Science 1**

*(C.L.-3)*

*Grades 10-12*

*2.5 Credits*

Exploring Computer Science 1 will introduce students to the basics of computer science. Students will explore the interactions of humans and computers, problem solving, programming, and web design. Students will learn about the basics of computer programming through a C-based programming language like JavaScript to familiarize themselves with basic programming concepts

## **0788 Exploring Computer Science 2 (Not offered 2025-2026)**

*(C.L.- 3)*

*Grades 11-12*

*2.5 Credits*

Exploring Computer Science 2 will continue the exploration of computer science begun in Exploring Computer Science 1. In addition to exploring the assigned curriculum, including programming and data analysis, students will also have the opportunity to explore a computer science related topic of their choosing. Prerequisite: Exploring Computer Science 1

## **0789 Game Coding**

*(C.L.-3)*

*Grades 9-12*

*2.5 Credits*

This course teaches the foundational concepts of programming using drag and drop blocks rather than a text language such as JavaScript or Python. Blocks are an easier way to get started and even top universities today begin their classes with block-based programming. Using modules from Code.org students will learn to block code. Designed to be fun and engaging, the course blends online and "unplugged" non-computer activities to teach computational thinking, problem solving, programming concepts, and digital citizenship

## **Principals of Artificial Intelligence**

*(C.L.- 3)*

*Grades 9-12*

*2.5 Credits*

This interdisciplinary course introduces students to the foundational concepts, application, and ethical considerations of artificial intelligence. Through hands-on activities, real-world applications, and project-based learning, students explore the evolution of AI, its risks and benefits, and responsible use inside and outside the classroom. Students practice prompt engineering and learn to use Generative AI and language models to research, learn, and create solutions to relevant problems. Students also learn how AI works, exploring data sets and classifiers in fun and engaging projects.

The curriculum prepares students to critically engage with AI technologies, consider societal impact, and discover meaningful applications of AI in today's workforce.

### **0776 Design/Build**

*(C.L- 3)*

*Grades 9-12*

*2.5 Credits*

In this elective students will engage in hands-on learning as they employ the Engineering Design Process to solve given problems and challenges. Students will use raw materials and tools such as common crafts, wood, electronics, CAD, 3D printing, soldering irons, and common hand and power tools. Students will also have an opportunity to work on personal and school-based (such as stagecraft) projects where skills will be taught and learned on an as-needed basis. Some project work may be synergistic with other classes.

### **0779 Applied Design/Build**

*(C.L- 3)*

*Grades 9-12*

*2.5 Credits*

This is a project-based course that engages students in identifying, conceptualizing and building solutions to school/community-based problems and needs. Much of the work is expected to be in the woodshop. Example projects include building set items for the semiannual musical, building manipulatives for Life Skills, making hallway signs on the CNC, designing & 3D printing parts for the Maintenance Dept., and repairing a variety of electronic equipment and furniture. Students should have some experience using tools. Enrollment is limited to 5.

### **0777 MakerLab I**

*(C.L.-3)*

*Grades 9-12*

*5 Credits*

The MakerLab is an environment and workspace where students/teachers/guests share ideas, knowledge, and tools while working on creative endeavors. MakerLab I aims to teach students some basic skills needed in order to work more independently and self-directed in MakerLab II. There will be a strong focus on electronics and programming, and prospective students should expect to use and develop their math skills. Prerequisites: Algebra 1, Design/Build

### **0778 MakerLab II**

*(C.L.-3)*

*Grades 10-12*

*5 Credits*

The MakerLab is an environment and workspace where students/teachers/guests share ideas, knowledge and tools while working on creative endeavors. MakerLab II aims to allow students to employ the skills acquired in MakerLab I and work on independent and collaborative projects in a more self-directed format and with a spirit of invention and entrepreneurship. Prerequisite: MakerLab I Corequisite: Algebra II

### **0717 PLTW Introduction to Engineering Design**

*(C.L.-2)*

*Grades 9-12*

*5 Credits*

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using

3-D modeling software, and use an engineering notebook to document their work. (Required course for Manufacturing Innovation Pathway)

### **0718 PLTW Principles of Engineering**

*(C.L.-2)*

*Grades 9-12*

*5 Credits*

Students explore how modern engineers help improve the world through diverse engineering fields, such as product design, mechanical design, infrastructure, and sustainability. Students learn and use some of the cutting edge tools engineers use in robotics, 3D modeling, programming, and prototyping. Prerequisite: PLTW Introduction to Engineering Design

### **0719 PLTW Computer Integrated Manufacturing**

*(C.L.-2)*

*Grades 9-12*

*5 Credits*

Manufacturing transforms ideas into products. This course provides an opportunity for students to develop a better understanding of this innovative and exciting industry. Students learn about manufacturing processes, product design, robotics, and automation. Students develop their knowledge and skills of Computer Aided Design and Manufacturing to produce products using a Computer Numerical Control (CNC) mill. Students apply the knowledge and skills gained in this course as they collaborate to design, build, and program factory system models. Prerequisite: PLTW Introduction to Engineering Design.

### **0893 Graphic Arts I**

*(C.L.-3)*

*Grades 9-12*

*2.5 Credits*

Become familiar with a variety of tools and techniques used in the fields of graphic design, advertising, typography, and illustration. Expand your proficiency in all aspects of the design process, including creative brainstorming, conceptualization, critical thinking, collaboration, and presentation. From posters to package design, students will predominantly work in digital form using the Adobe Creative Suite: Photoshop, Illustrator, and InDesign. This course may be taken to satisfy the technology or fine arts graduation requirement.

### **0828 Graphic Arts II - Semester 2 Course**

*(C.L. -2)*

*Grades 9-12*

*2.5 Credits*

This course expands on the ideas and concepts introduced in Graphic Arts I. Students will apply these and more advanced ideas and techniques with an emphasis on portfolio development. Students must earn at least 70% in Graphic Arts I to take this class

### **0829 Graphic Arts III**

*(C.L. -2)*

*Grades 10-12*

*2.5 Credits*

Students will expand on their skills from Graphic Arts II, working on more complex and sophisticated design projects. We will begin the semester on some real work design projects (logos, branding, packaging, etc.).

During the second half of the class, students will choose their own independent design project and develop from concept to completion of a final project. This is a course for motivated juniors or seniors who want to work independently at an advanced level. Students must earn at least 70% in Graphic Arts II to take this class.

### **0807 Digital Photography**

(C.L.-3)

*Grades 9-12*

*2.5 Credits*

Creativity and self-expression will be at the heart of the course. Emphasis will be on visual communication as well as social concerns through photography. Students will experience the use of Digital SLR cameras, studio lighting techniques, alternative processes and digital manipulation of imagery. The software students will be using Adobe Photoshop CS6. At the end of the course, students will have a finished portfolio selected from their best work from the semester. Students must earn at least 70% in Graphic Arts I to take this class.

### **0000 Digital Photography 2 - Semester 2 Course**

(C.L.-3)

*Grades 9-12*

*2.5 Credits*

This is an advanced digital photography course for students who have completed Digital Photography 1. Students will build upon their DSLR skills and techniques and learn more about Adobe Photoshop and Lightroom. The course will focus on both techniques through taking photographs and post-processing skills in the digital lab. The projects will be fine art and commercial art based. The students will explore studio lighting techniques to enhance their photography skills. They will learn and research various artists in the fields of portraiture, fashion, nature and landscape, photojournalism, lifestyle, documentary, and fine art. Through emulating artists' works, they will explore their own personal style. Hands-on assignments will be independent and team-based.

### **Small Business Studio: Etsy-Style Entrepreneurship & Design**

(C.L.-3)

*Grades 9-12*

*2.5 Credits*

Turn your creativity into a real business in **Small Business Studio: Etsy-Style Entrepreneurship & Design**. This hands-on course is designed for students who enjoy crafting, art, and making original products and want to learn how to turn those skills into a successful online shop. Students will explore the full process of building a creative small business, from product design and production to branding, marketing, and sales.

Through project-based learning, students will create arts and crafts products, develop a brand identity, design promotional materials, and learn how online marketplaces like Etsy work. The course introduces practical strategies for pricing, customer engagement, shop setup, and order management while helping students build confidence, creativity, and problem-solving skills. By the end of the course, students will have experience developing a product line and the entrepreneurial tools needed to launch and manage a small creative business.

### **0812 Basic Digital Filmmaking**

*(C.L.-3)*

*Grades 9 -12*

*2.5 Credits*

Learn about the world of filmmaking! This course provides students an opportunity to learn about the Hollywood filmmaking industry from the inside out. Topics include the five stages of movie production, camera skills, cinematography, computer-based non-linear editing, basic storytelling and music video. Acting for television, computer skills, media management, and effective communication skills are explained and reinforced; Creative writing and project-based learning are emphasized. A demo reel and working portfolio serves as the formal assessment for this course.

### **0813 Studio Television Production**

*(C.L.- 3)*

*Grades 10-12*

*5 Credits*

Learn about producing studio television shows including the “What’s Happening Here,” show, showcasing the unique classes, teachers, sports and programs, at TFHS, and daily/weekly production of The TFHS “Daily Show,” an in-school web-based announcement program; Acting for television will be reinforced.

Students will be required to appear in front of the camera, as well as master all technical skills. A demo reel and working portfolio serves as the formal assessment for this course.

### **0814 Animation (offered Spring of 2028)**

*(C.L.- 3)*

*Grades 10-12*

*5 Credits*

Defy gravity with pixelation, paint with flashlights, and have a drawing literally draw itself in animation. Unlock your inner creativity through a series of exercises meant to expose you to numerous kinds of animation. Use brass fastened puppets, Legos, clay, dry erase markers, computers, and everyday objects to create unique animations in this fun-filled, fast-paced creative experience. Create your own hand molds and/or face masks. Learn how to utilize the special effects of Adobe Premiere and Adobe After Effects, Professional studio CS6. At the semester’s end, students will have several video works in various genres to showcase and take home. Students must earn at least 70% in Graphic Arts I to take this class.

### **0826 Independent/Honors Digital Filmmaking**

*(C.L.- 2)*

*Grades 10-12*

*5 Credits*

A deeper look into the more advanced concepts of filmmaking. Topics include comedy, music video, horror, advanced storytelling, advanced cinematography, and advanced editing and special FX. Professional Studio conduct and deadline-oriented group projects are strongly emphasized. At the semester’s end, students will have several video works in various genres to showcase and take home. A demo reel and portfolio serve as the formal assessment for this course.

### **0827 Special Effects**

*(C.L.- 2)*

*Grades 10-12*

*5 Credits*

This class will unite the two practices of fine arts and filmmaking to create digital and practical special effects.

Students will learn/review basic digital filmmaking and storytelling techniques. Then they will explore, in depth, the following: Deceptive shooting, Studio green screen/compositing, location greenscreen/compositing, Star Wars-style laser shootout AND light saber fight, Indiana Jones-style face melt, zombie makeup, simple prosthetics costuming on a shoestring and foam character puppetry. Acting for television, computer skills, media management, and effective communication skills are explained and reinforced; Creative writing and project collaboration are emphasized; Professional Studio conduct and group projects are mandatory requirements. At the semester's end, students will have several video works in various genres to showcase in a portfolio and take home.

### **0621 Yearbook**

*(C.L.- 3)*

*Grades 10-12*

*5 Credits*

This course is designed to help students experience the process of publishing from beginning to end. The yearbook will be the primary responsibility of the members of this class. Students will learn creative writing, layout, photography, desktop publishing, business management and advertising. This class counts only toward elective credits. Students must earn at least 70% in Graphic Arts I to take this class.

### **0172 Yearbook II**

*(C.L.-3)*

*Grades 10-12*

*5 Credits*

This course is for students who have previously completed Yearbook I. Students will be responsible for yearbook design as well as oversee the process and manage Yearbook I students' work. Students must earn at least 70% in Yearbook I to take this class.

## WORLD LANGUAGES AND CULTURES

What does the 21st Century hold for today's students? Whatever a student's future plans, knowing about other languages and cultures, builds bilingual skills and cultural competency. When there is a choice between two applicants for a job and/or college acceptance the one with bilingual skills and cultural competency is frequently chosen. All World Language Courses are honors level Courses.

A. College World Language Admission Requirements: Students who are planning on continuing their formal education beyond high school should realize that the University of Massachusetts and several state and private colleges have adopted the following World Languages guidelines:

- Candidates for the B.A. or B.S. degree are typically required to have the equivalent of two courses within the same language in high school. A three or four-year course sequence is recommended and/or required at most top colleges.

B. Reasons for Studying Languages:

1. Many work opportunities exist for those who are fluent in a World Language. Opportunities are found in business occupations such as international trade, sales, tourism, translating and interpreting, government agencies (such as the Peace Corps and VISTA), educational institutions, international businesses, and service careers.
2. World Language study gives students an insight into different cultures and how they complement the human experience.
3. World Language study enriches one's native language and reinforces grammatical knowledge.
4. Travel in another country is made more fulfilling and more enjoyable.

The main goals in the study of a World Language are effective communication and cultural understanding. The more specific goals are for a student to: understand a foreign language within the range of the 's experience, speak well enough to communicate in the target language within the range of the student's experience, read material within the range of the student's experience, write using good idiomatic expressions in the target language, understand linguistic concepts, such as the structure of the language, learn present day values and behavioral patterns of the people speaking this particular language, acquire information on the significant geographical features of a country in which the language is spoken, and develop an understanding of the literary and cultural heritage of the people using the target language.

### **0500 French 1**

*(C.L.-2)*

*Grades 9-12*

*5 Credits*

In French 1 students will be working on developing basic communication skills (oral, reading, writing and oral comprehension), as well as an understanding of the elements of language and constructions (grammar and parts of speech) all while exploring the language in a cultural context. Class time is dedicated to activities that build fluency and students should expect 30 minutes of HW per night. At the end of this course students will be able to express themselves at a basic level using the present tense. For a list of target skills, please see the course syllabus

**0502 French 2**

*(C.L.-2)*

*Grades 9-12*

*5 Credits*

In French 2 students will be working on mastering basic communication skills (oral, reading, writing and oral comprehension), as well as deepening their understanding of the elements of language and constructions (grammar and parts of speech) all while continuing to explore the language in a cultural context. Class time is dedicated to activities that build fluency and students should expect 30-40 minutes of HW per night. At the end of this course students will show competency in expressing themselves using the present tense and will be able to use basic elements of the past. For a list of target skills, please see the course syllabus. Students must earn at least a 70% in French 1 to take this course.

**0504 French 3**

*(C.L.-2)*

*Grades 10-12*

*5 Credits*

In French 3 students will move beyond basic communication skills (oral, reading, writing and oral comprehension). Although they will continue to deepen their understanding of the elements of language and constructions (grammar and parts of speech), they will do so using native culture materials (poems, short stories, comic books, newsprint etc...). Class time is dedicated to activities that build fluency and students should expect 30-45 minutes of HW per night. At the end of this course students will be competent in expressing themselves using the present and past tenses and will be able to use basic elements of the future and conditional. For a list of target skills, please see the course syllabus. Students must earn at least a 70% in French 2 to take this course.

**0505 French 4**

*(C.L.-2)*

*Grades 10 -12*

*5 Credits*

In French 4 students will move beyond competency to fluency using basic communication skills (oral, reading, writing and oral comprehension). Although they will continue to deepen their understanding of the elements of language and constructions (grammar and parts of speech), they will use only native culture materials (poems, short stories, comic books, news print and literature etc...). Class time is dedicated to activities that build fluency and is conducted exclusively in the target language. Students should expect 30-45 minutes of HW per night. At the end of this course students will be fluent in expressing themselves using the present and past tenses and will show competency using all forms of expression. For a list of target skills, please see the course syllabus. Students must earn at least a 70% in French 3 to take this course.

**0510 Spanish 1**

*(C.L.-2)*

*Grades 9 -12*

*5 Credits*

This course is an introduction to the sounds, patterns, vocabulary, and grammatical construction of the Spanish language. There is significant focus on the culture of Spain and Mexico as expressed through major holidays like the Day of the Dead. Games, art projects, and internet research develop introductory verbal, listening, and literacy skills. Work is primarily classroom-based with some long-term projects that require work at home.

**0512 Spanish 2**

(C.L.-2)

Grades 9 -12

5 Credits

This course continues the sequence of Spanish 1 by expanding vocabulary and present-tense verb usage. Irregular Spanish verbs are given special focus. Digital Technology supplements classroom activities like skits, posters, and cartooning. The cultures of South America are compared with Mexico and Spain. Students should expect 20-30 minutes of homework per week. Students must earn at least a 70% in Spanish 1 to take this course.

**0514 Spanish 3**

(C.L.-2)

Grades 10 -12

5 Credits

This course stresses verbal communication in Spanish. Students begin to speak and write about events in the past tense. Students learn vocabulary associated with more complex social situations. Students independently explore many elements of Hispanic culture, including art, music, athletics, and history. Students should expect 20-30 minutes of homework per night. Students must earn at least a 70% in Spanish 2 or have teacher permission to take this course.

**0516 Spanish 4**

(C.L.-2)

Grades 10 -12

5 Credits

This course stresses verbal communication in Spanish at the intermediate level. Students will be expected to communicate verbally and in writing in longer, complex situations. Students learn how to communicate using the future tense and how to express uncertainty using the subjunctive case. Students create skits, films, cartoons, and write film criticism. Short-to-medium-length readings from Hispanic literature and journalism will be used to expose students to authentic native voices. Students should expect 30-45 minutes of homework per night. Students must earn at least a 70% in Spanish 3 or have teacher permission to take this course.

**Hispanic World: Past, Present, and Future**

Grades 9 -12

5 Credits

The overall goal of this course is to continue developing proficiency in the four language skills (listening, reading, speaking and writing) essential to communicate language learning. The specific goal of this course is the acquisition of cultural competency by broadening the student's knowledge of some of the countries (including the United States) comprising the Spanish –speaking world. To accomplish this objective, we will use movies and readings as the main tools, but music, media–tools and presentations as well. The units are geographically oriented, and lessons focus on individual countries or particular groups. People and events are described in the context of the past, the present and the future so students not only gain insight into Hispanic Culture and civilizations, but also achieve a more global understanding of the issues these people and their countries face in the future. This course prepares you to take the Biliteracy test.

**0520 Latin 1**

(C.L.-2)

Grades 9 -12

5 Credits

This course is designed to improve and strengthen the student's understanding of English (or any Romance Language) through the study of the Mother Tongue of them all: Latin! Major units dealing with English vocabulary development and the cultural contributions of the Romans are added to the basic study of the language itself. The course will emphasize reading and writing but will also give students an opportunity for interpersonal communication in Latin, as well as vocabulary development in English. By the end of the course, students will be able to translate Latin in the present and imperfect tenses as well as make and respond to basic requests and questions, and use appropriate greetings and forms of address.

**0522 Latin 2**

(C.L.-2)

Grades 9 -12

5 Credits

This course continues the study of Latin and concludes the Ecce Romani storyline. The course will emphasize the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Additionally, students will describe the practices, products and perspectives of classical Roman culture, including an in-depth study of a Roman emperor in the context of Rome's rich (and tumultuous) history of leadership. By the end of the course students will be able to translate Latin in all tenses, participate independently in brief conversations on familiar topics, and demonstrate further understanding of Latin derivatives in English. Students must earn at least a 70% in Latin 1 to take this course.

**0524 Latin 3**

(C.L.- 2)

Grades 10-12

5 Credits

This course continues the study of Latin by exploring the language and culture of the Romans beyond the textbook. The course will emphasize abridged or modified original texts, but will also include authentic selected passages, providing students a chance to encounter a truly Roman perspective. Grammar will be taught as needed, with emphasis on reading comprehension. Students will complete multiple composition assignments designed to strengthen their use of vocabulary and syntax. This course focuses on Latin prose, specifically tales of Perseus and Hercules. Students must earn at least a 70% in Latin 2 to take this course.

**0525 Latin 4**

(C.L.-2)

Grades 11-12

5 Credits

This course continues the study of Latin by exploring the language and culture of the Romans beyond the textbook. The course will emphasize authentic selected passages (but will also include abridged or modified original texts as needed), providing students a chance to encounter a truly Roman perspective. Grammar will be taught as needed, with emphasis on reading comprehension. Students will complete multiple composition assignments designed to strengthen their use of vocabulary and syntax. This course focuses on Latin poetry, specifically that of Catullus, Ovid, and Martial, as well as Roman epigraphy and numismatics. Students must earn at least a 70% in Latin 3 to take this course.

**Latin 5** (Not offered)

*(C.L.-2)*

*Grades 11-12*

*5 Credits*

This course broadens the study of Latin language to include an emphasis on Greek epic storytelling through Homer's *Odyssey*. The *Odyssey*, although written almost 3,000 years ago, is a timeless tale of love and war, of heroes and monsters, and of gods meddling in human affairs. Students will read selections from the *Odyssey* in Latin and the rest of the narrative will be supplemented with an English translation of the original Greek. Students will explore Ancient Mediterranean culture and perspectives through the practices we can observe in the original text, as well as the products we have found as archaeological evidence from Iron Age Greece. Through this course, students will continue to expand their Latin vocabulary as well as increase their advanced communication skills.

## ADDITIONAL ELECTIVES

### **1023 Guided Academic Progress**

*(C.L. - 0)*

*All Students*

*5 Credits*

This mandatory year-long course provides students with the opportunity to individually and collaboratively work on projects, academic skills, classwork and homework within the school day under the guidance and supervision of a teacher. Some interest specific GAPS are available such as Art GAP, Rise Up Reunion GAP, and Music GAP. Students who are interested may make a request from the teacher or in guidance. This is a pass/fail class.

### **1021 School to Career**

*(C.L. - 3)*

*Grade 12*

*5 Credits*

This class will allow students who have attained all the requirements for graduation to be placed in the community to work with an employer to gain the necessary skills and knowledge of a particular occupational field. Students will complete a Work-Based Learning Plan. Students must have parent/guardian permission and their own transportation to get to their "School to Career" experience. Employers will evaluate regularly and provide weekly timesheets.

## INTERNSHIPS

### **1026 Innovation Pathways Internship Preparation**

*(C.L. - 3)*

*Grades 11-12*

*2.5 Credits*

In preparation for Internships related to each student's chosen pathway, this course provides students with support for choosing and planning an internship experience. Students will use the MA Work-Based Learning Plan tool to develop their internship. With the support of the classroom teacher, students will reach out to potential local businesses. Other topics within the curriculum include, internship success, goal setting, teamwork/relationships with co-workers, networking, organizational and corporate culture, and understanding supervisory styles. Required course for Innovation Pathway designation.

### **Innovation Career Pathways Internship**

*(C.L. -3)*

*Grade 12*

*5 Credits*

Innovation Pathway Internships are 100-hour career immersion experiences which offer structured work readiness activities and work-based learning experiences. Students will utilize the MA Work-Based Learning Plan as a structured assessment tool with a pre and post review of students performance at the internship. Students will be required to journal throughout the internship and reflect with a school staff member on their growth and progress. At the end of the internship, students will submit a product of their experience, such as a video, written report, oral presentation, or other product. Required for Innovation Pathway designation. Prerequisite - IP Internship Preparation and Two IP Courses within pathway.

## **1019/1020 Internships**

*(C.L. - 0)*

*Grades 11-12*

*2.5 or 5 Credits*

Internships are available to juniors and seniors in good standing. Students who have completed a department's course offerings and want to work independently at a more advanced level are encouraged to seek out a teacher to supervise an internship. A Work Based Learning Plan must be completed between the teacher and student AND turned into the guidance office at the end of each semester in order for the student to earn credit for the internship.

# SPECIAL EDUCATION PROGRAMMING

## Academic Support

Prerequisite: Eligibility for special education given an Individualized Education Program.

Academic Support offers students the opportunity to work towards their IEP goals through their current course work and alternative assignments provided by the teacher. Students learn additional strategies as needed to promote organizational, time management, study, test taking and self-management skills. Students are expected to be invested in their education and take personal responsibility for their learning through this specially designed instruction.

## Life Skills

Students considered for these programs are between the ages of 13-17+/- who qualify for special education under the one or more following disability categories:

1. Intellectual Impairment (moderate)
2. Developmental Delay (moderate)
3. Neurological Impairment
4. Health Impairment
5. Autism

Students considered for this program exhibit moderate delays or deficits in the majority of the following skill areas:

1. Activities of Daily Living
2. Cognitive Development
3. Fine and Gross Motor Skills
4. Communication
5. Socialization/Behavior/ and/or Emotional maturity

This program would be appropriate for students requiring a highly structured program with adaptive modifications in curricula as needed to support the following long term education/functional goals:

1. Preparation for community living (semi-independent or supervised).
2. Supported employment.
3. Basic social skills for functioning in the public schools at the elementary and middle school age levels and the greater community at the middle school and secondary levels.
4. Academic instruction designed to address the Massachusetts Curriculum Frameworks as well as home living skills, self-direction, community awareness, health maintenance and safety skills.

Placement in the Learning Life Skills Program will be considered on the basis of:

1. Significant delays or deficits in adaptive behavior.
2. Developmental and medical history.
3. Poor Academic performance and adaptive behavior not explained by other reasons.

Courses include but are not limited to: Math 1-4, English 1-4, History 1-4, Science 1-4, P.E. 1-4.

## **Transitions Programs**

Students in Transitions are between the ages of 17+/- and 22 and have completed high school requirements or are not seeking a high school diploma. Students considered for these programs are between the ages of 17+/- and 22 who qualify for special education under the one or more following disability categories:

1. Intellectual Impairment (moderate)
2. Developmental Delay (moderate)
3. Neurological Impairment
4. Health Impairment
5. Autism

Students considered for this program exhibit moderate delays or deficits in the majority of the following skill areas:

1. Activities of Daily Living
2. Cognitive Development
3. Fine and Gross Motor Skills
4. Communication
5. Socialization/Behavior/ and/or Emotional maturity

This program would be appropriate for students requiring a highly structured program with adaptive modifications in curricula as needed to support the following long term education/functional goals:

1. Preparation for community living (semi-independent or supervised).
2. Supported employment.
3. Basic social skills for functioning in the public schools at the elementary and middle school age levels and the greater community at the middle school and secondary levels.
4. Academic instruction designed to address the Massachusetts Curriculum Frameworks as well as home living skills, self-direction, community awareness, health maintenance and safety skills.

Placement in the Learning Life Skills Program will be considered on the basis of:

1. Significant delays or deficits in adaptive behavior.
2. Developmental and medical history.
3. Poor Academic performance and adaptive behavior not explained by other reasons.

Included but not limited to: Math 1-4, English 1-4, History 1-4, Science 1-4, P.E. 1-4

## **Therapeutic Program**

Students considered for this program are between the ages of 13-18 who exhibit emotional and behavioral disabilities which affect overall psychological and academic functioning over a long period of time.

This program is designed for students who consistently demonstrate social/emotional/behavioral and psychological functioning which impedes academic progress. Such students may qualify for special education under the Emotional Disability category as well as one or more of the following disability categories:

1. Developmental Delay
2. Neurological Impairment
3. Health Impairment
4. Autism
5. Sensory Impairment
6. Physical Impairment
7. Communication

Students who qualify for this program must exhibit one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
2. An inability to understand, build or maintain satisfactory interpersonal and social relationships.
3. Inappropriate types of behavior or feelings under normal circumstances including the lack of ability to control aggressive or angry impulses.
4. A general pervasive mood of unhappiness or depression or a tendency to develop physical symptoms, anxieties or fears which interfere with academic and social functioning.

The determination of an Emotional Impairment shall not be made solely because the student's behavior violates the school discipline code, because the student is involved with a state court or social service agency or because the student is socially maladjusted unless the Team determines that the student has a serious emotional disturbance.

Entry into the Therapeutic Program will be considered on the following basis:

1. A Team meeting to review documentation of interventions giving consideration to the following:
  - a. individual behavior management strategies implemented.
  - b. use of community resources (counseling, etc.) accessed.
  - c. utilization of modifications and/accommodations to support success in less restrictive environments.

Courses include but are not limited to: Math 1-4, English 1-4, History 1-4, Science 1-4, P.E. 1-4

# TURNERS FALLS HIGH SCHOOL FOUR YEAR PLAN WORKSHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

This is a sample four-year plan. The total credit requirement for graduation is 155. Your own plan should be discussed with your parents/guardians and the school guidance counselor.

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade	Notes
<b>English</b>	English 9 Honors English 9 Language Arts Lab 9/10	English 10 Honors English 10 Language Arts Lab 9/10	American Lit Honors American Lit AP Lang & Comp Language Arts Lab 11/12 ELA Electives	20th Century Lit Honors 20th Century Lit AP Lit & Comp Language Arts Lab 11/12 ELA Electives	<b>*4 courses required*</b>
<b>Math</b>	Algebra I Honors Algebra 1 Geometry Honors Geometry	Geometry Honors Geometry Algebra II Honors Algebra II Pre-Calculus Statistics Math Electives	Algebra II Honors Algebra II Pre-Calculus Statistics Math Electives AP Calculus	AP Calculus Personal Finance Math Electives	<b>*4 courses required*</b>
<b>Science</b>	Biology Honors Biology	Chemistry Honors Chemistry AP Biology	Physics Honors Physics AP Biology AP Chemistry Science Electives	Environmental Science Science Electives Physics Honors Physics AP Biology AP Chemistry Science Electives	<b>*3 courses required*</b>
<b>Social Studies</b>	World History Honors World History Social Studies Electives	American History I Honors American History I  Social Studies Electives	American History 2 Honors American History 2  AP US History Social Studies Electives	AP European History Social Studies Electives	<b>*3 courses required*</b>
<b>Health</b>					<b>*1 course required*</b>
<b>Physical Education</b>	PE	PE	PE	PE	<b>*4 courses required*</b>
<b>Arts and Technology</b>					<b>*1 art course and 1 technology course required*</b>
<b>World Language</b>	French, Latin, or Spanish	French, Latin, or Spanish	French, Latin, or Spanish	French, Latin, or Spanish	Colleges recommend 2-4 years of the same language
<b>Other/ Electives</b>	Academic Support		Internships	Internships	
<b>Guided Academic Progress</b>	GAP	GAP	GAP	GAP	<b>*Required - all students take every year*</b>

# ANTICIPATED CO- AND EXTRA-CURRICULAR ACTIVITIES 2026-2027

## Class of '27 '28 '29 and '30 Activities

Student Council  
National Honor Society  
Student-Led Advisories  
Culture through Cooking  
Game Changers  
Pride Alliance  
Marching Band  
The Musical

Community partner programs may include Summer Jobs and Beyond, Shout Out, and opportunities to cross register for a course at Franklin County Technical School, or to take a GCC dual enrollment course on the TFHS campus.

### Sports

#### Fall:

Cheerleading  
Field Hockey  
Football  
Golf  
Soccer: Boys & Girls  
Volleyball

#### Winter:

Basketball: Boys & Girls  
Cheerleading  
Swimming  
Wrestling

#### Spring:

Baseball  
Softball  
Tennis: Boys & Girls  
Track & Field

\*Subject to change based upon interest and enrollment.