

Grade 9 Course Listing



Arlington High School Home of the Spy Ponders



2009 – 2010 Recipient of a Silver Medal as one of
America's Top High Schools – *U.S. News and World
Report*

869 Massachusetts Avenue
Arlington, MA 02476
P: 781 – 316 – 3607
F: 781 – 316 – 3319
<http://www.arlington.k12.ma.us>

Arlington High School, learning, connecting and caring as a community.

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to life-long learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School. They are:

- **I**ntegrity,
- **C**ommunication,
- **A**ccountability and responsibility,
- **R**espect, and
- **E**ffective teamwork and cooperation

ICARE Values

We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.

21st Century Focus Points

- Higher-order thinking skills through interdisciplinary learning, analysis, and synthesis of information.
- Media literacy
- Math, science, technology, and engineering expertise
- Teamwork in a diverse, multicultural world
- Stress and time management
- Communication skills
- A love of learning coupled with a willingness to work hard

Academic Expectations

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not exclusively, through the use of technology
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts
- Demonstrate life, leadership, physical, and cognitive skills through projects, performance, and products

The complete Program of Studies with additional front matter and courses for all grades is available at the high school website: www.arlington.k12.ma.us.

Indicators of Course Levels

<i>Curriculum B</i>	<i>Curriculum A</i>	<i>Curriculum H</i>
Reading and Writing tasks directly teach skills in topic development, writer's purpose, structure, grammar, spelling & punctuation.	Reading and writing require increasing independence in understanding of topic development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and Writing tasks require proficiency in and understanding of topic, development, tone, purpose, voice, structure, grammar, spelling & punctuation.
Essays and open-ended questions include direct instruction in creating beginning, middle (development and organization) and end.	Essays and open-ended questions regularly require students to extend and expand upon development of ideas in 5 paragraphs	Essays and open-ended questions regularly require development of ideas in 7-8 paragraphs.
Problems require considerable guidance in application of strategies to reach solutions.	Problems require minimal guidance in application of strategies to reach solutions.	Problems require independent application of multiple strategies to reach solutions.
Research assignments include explicit teaching of skills of planning, writing and syntheses and revision using electronic and traditional sources	Research assignments are carried out with increasing independence and require electronic and traditional sources.	Research assignments are carried out independently and require electronic and traditional sources.
Reading, lab experiences, media viewing , etc. require comparison and contrast and some analysis and evaluation with ongoing support.	Reading, lab experiences, media viewing , etc. require increasing independence in drawing inferences, making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing , etc. lead to independently drawing inferences and making comparisons, analysis and evaluations.
Student performance tasks and assignments require time management and study skills directly taught and reviewed by the instructor.	Student performance tasks and assignments are substantial and assume increasing independent time management and study skills.	Student performance tasks and assignments are substantial and require independent time management and study skills.
Textbooks and other information sources (essays, works of art, magazines, newspapers, electronic) are regularly assigned and explored with considerable support.	Textbooks and other information sources (essays, works of art, magazines, newspapers, electronic) are regularly assigned and require some independent analysis.	Textbooks and other information sources (essays, works of art, magazines, newspapers, electronic) are regularly assigned for independent analysis.
Student tasks regularly require demonstration of creativity and originality with guidance & considerable support. Student tasks require comprehensive idea formation and clearly supported personal opinion.	Student tasks regularly require demonstration of creativity and originality. Students are increasingly independent in making original connections, and in applying them to new and different problems.	Student tasks regularly require demonstration of creativity and originality independently. Students move beyond proficiency to sophistication in both oral and written language as they make original connections, and apply them to new and different problems.

ENGLISH

LEVELS	Curriculum H	Curriculum A	Curriculum B
Grade 9	EN1105Z Foundations of English	EN1110Z Foundations of English	EN1215Z Foundations of English

The English Department seeks to engage students with the joy of connecting with literature across many cultures, time periods and worlds. Classes are taught to foster clear thinking, fruitful discussion, respectful collaboration, active listening and to improve student writing and reading. To these ends, all teachers monitor student growth in the English language arts through a student writing portfolio in which students reflect on their growth as writers and thinkers. The portfolio exhibiting student work is sent home in June; parents can request a copy of writing pieces or schedule a conference with their child's teacher to discuss progress at any time.

Suggested Entry Criteria for Freshman Honors Courses

1. The eighth grade English teacher's recommendation for Honors Grade 9 placement
2. The student can successfully compose a five-paragraph essay focused on a specific prompt without teacher support. If a student is entering from another district, writing samples from that district as well as a recommendation for Honors English by the grade 8 English teachers should be provided to the guidance counselor and English Chair for appropriate placement
3. The student demonstrates consistent, punctual completion of assignments
4. The student has strong study, organizational and reading skills
5. The student has a positive attitude toward learning
6. The student willingly takes responsibility for his/her learning
7. The student has the ability to:
 - Complete rigorous research independently
 - Write coherent, logical and mechanically correct essays
 - Retain factual information
 - Initiate and participate actively in class discussions
 - Reason abstractly and think symbolically
 - Effectively manage his/her time and completion of assignments.

Summer Reading

The summer reading program is required for all students at Arlington High School. While it is expected that Arlington High School students will read several books over the summer, two or more books are required for completion before September. Summer reading adds greater depth and breadth to the student's study of literature by including works of literature that reach beyond the curriculum. Summer reading introduces students to new works by contemporary authors, including nonfiction, biographies and autobiographies. The summer reading program assists students in maintaining reading skills year round. During the summer students encounter texts which enhance the content of their upcoming courses. Students of **all ability levels are required to read at least two texts** and come to class ready to discuss the texts in September. Teachers at all ability levels will assess your child's summer reading through graded discussions, writing assignments and creative projects. **The summer reading grade comprises 10% of the first quarter grade. Look for the summer reading program brochure posted each spring on our web site.**

English 9 Foundations of English

EN1105Z Foundations of English Curriculum H

EN1110Z Foundations of English Curriculum A

English 9 presents the careful reading and discussion of the major literary genres including poetry, non-fiction, drama, the short story, and the novel. Core works are: The Odyssey by Homer, The Tragedy of Romeo and Juliet by William Shakespeare, and Great Expectations by Charles Dickens. Students explore these as well as various supplemental texts to examine the nature of human conflict. Other major emphases include: MCAS preparation,

instruction and review of grammar, mechanics and usage, vocabulary development, responsible research, literary analysis and creative writing. Writing is taught in conjunction with reading. Students work on analytical writing and writing on demand. Compositions are kept in a writing portfolio in which they regularly reflect on their growth as writers and thinkers. Library skills, organizational skills and technology use are important facets of the course.

EN1215Z Foundations of English Curriculum B

This course is designed for students who may have difficulty succeeding on the grade 10 ELA MCAS examination as indicated by their performance on their grade 7 MCAS exam and their performance in grade 8 English. The goal of this course is an immersion in the writing and reading processes. This course uses differentiated instruction and assessment to gain access to the curriculum and materials studied in single period Foundations of English. The student receives direct instruction in reading comprehension, study skills, discussion techniques and test-taking strategies in addition to daily writing.

HISTORY & SOCIAL SCIENCES

The History and Social Sciences Department of Arlington High School seeks to educate students to understand America’s history and heritage, to know about the history and heritage of other civilizations and to become aware and active citizens. This will be achieved through the study of the disciplines of history, geography, economics and government.

LEVELS	Curriculum H	Curriculum A	Curriculum B
Grade 9	SS1105Z Modern World History	SS1110Z Modern World History	SS1320Z Modern World History

SS1105Z Modern World History Curriculum H

SS1110Z Modern World History: Curriculum A

SS1320Z Modern World History: Curriculum B

The Modern World History course is the first year in a four-year honors sequence. The course aligns with the 2003 History and Social Sciences Framework. Students study major historical events in 19th century and 20th century World History. Among the events studied are the rise of the nation state, nationalism, political revolutions, Industrialism, Imperialism in Africa, Asia and the Americas, world wars, economic depression, the major Isms of the 20th century, Cold War and the multiple conflicts in an increasingly interdependent world. The core knowledge content is drawn from the disciplines of History, Geography, Economics and Government.

The **Curriculum H** course encompasses a scholarly approach, a rigorous pace, essay examination, a required substantial research project, historical fiction and nonfiction books and historical interpretations and primary source materials.

The **Curriculum A** course encompasses a demanding approach, a fast pace, essay and objective examinations, a major research project, works of historical fiction and secondary and some primary source materials.

The **Curriculum B** course encompasses a balanced approach, a deliberate pace that reflects the writing, reading and study skills of students. Objective examinations are given with some open-response questions, research based project, excerpts from historical fiction and secondary source materials.

SCIENCE

Students should take one of the ninth grade sciences as preparation for all other science offerings. Students graduating in the class of 2010 and beyond must pass an MCAS science in either: Physics, Biology, Chemistry or Technology and Engineering. The Physical Science course at all levels prepares students to take the MCAS Physics exam. **All science courses include laboratory experiences.**

LEVELS	Curriculum H	Curriculum A	Curriculum B
Grade 9	SC1105Z Physical Science	SC 1115Z Physical Science	SC1295Z Concepts In Physical Science

SC1105Z Physical Science Curriculum H

This course is designed to introduce honor students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigation, students will apply physical laws and chemical processes in order to become aware of the strong partnership between science and technology and between process and product of science. Areas of concentration will include structure of matter, interaction of substances (chemical/physical changes), forces and motion, and conservation and transmission of energy. This course includes a wide variety of laboratory demonstrations and activities.

Suggested entry criteria:

- **Ability to read and write above grade level**
- **Mastery in understanding and applying scientific concepts**
- **Mastery of algebraic concepts and applications**
- **Ability to understand and to manipulate conversions between English and metric units**
- **Ability to handle a demanding workload including substantial homework (up to 45 minutes per night) and laboratory assignments**

SC1115Z Physical Science Curriculum A

This course is designed to introduce advanced level students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigation, students will apply physical laws and chemical processes in order to become aware of the strong partnership between science and technology and between process and product of science. Areas of concentration will include structure of matter, interaction of substances (chemical/physical changes), forces and motion, and conservation and transmission of energy. This course includes a wide variety of laboratory demonstrations and activities, including experimentation with physical science equipment from Cambridge Physics Outlet (CPO).

Suggested entry criteria:

- **Ability to read and write above grade level**
- **Understanding and application of scientific concepts**
- **Understanding of algebraic concepts and applications**
- **Ability to understand and to manipulate conversions between English and metric units**
- **Ability to handle a substantial workload including substantial homework (30 minutes per night) and laboratory assignments**

SC1295Z Concepts In Physical Science Curriculum B

This course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigation, students will apply physical laws and chemical processes in order to become aware of the strong partnership between science and technology and between process and product of science. Areas of concentration will include structure of matter, interaction of substances (chemical/physical changes), forces and motion, and conservation and transmission of energy. This course includes a wide variety of laboratory demonstrations and activities, including experimentation with physical science equipment from Cambridge Physics Outlet (CPO).

- **Understanding and applying scientific concepts**
- **Understanding of algebraic concepts and applications**
- **Ability to handle daily homework assignments, short projects, and lab assignment**

MATHEMATICS

The course sequences in the chart below represent the traditional progression at each level. However, students may take courses at any grade, just not out of sequence. For example, a student may take Algebra 1 as a senior or Calculus as a tenth grader, depending upon preparation.

LEVELS	Curriculum H	Curriculum A	Curriculum A	Curriculum B
Grade 9	MA1105Z Geometry	Math 1110Z Geometry	MA1215Z Algebra 1	MA1320Z Algebra 1

MCAS Preparation: The Mathematics Framework is divided into the following strands: Number Sense, Patterns, Relations & Functions, Geometry & Measurement, and Statistics & Probability. These four strands are divided into ten subcategories, each of which contains two or more standards. The following chart indicates the subcategories of standards that are addressed in each course offered in grades 9 and 10. Each standard of the subcategories is addressed in the 9th/10th grade course of a given sequence. Thus, all grade 9 and 10 math courses in each sequence are aligned with the Mathematics Curriculum Framework's strands and standards. The content in the courses is consistent with the content on the MCAS Test. **Students must complete Algebra 1 and Geometry or their equivalent before advancing to other math courses.**

MA1105Z Geometry Curriculum H

The Curriculum H Geometry course is the first in a four-year honors sequence leading to AP Calculus that is in alignment with the Massachusetts Mathematics Curriculum Framework. The students demonstrate higher order thinking skills in solving non-routine problems, and in discovering and writing inductive, deductive, indirect, and coordinate proofs. This accelerated course addresses the four strands of the framework, with major emphasis on the Geometry Strand. Major content areas from this strand include the study of angles, polygons, polyhedrons, and circles - recognizing and applying properties of similarity and congruence, calculating measurements, and demonstrating and applying transformations. Students will identify and apply trigonometric ratios and Pythagorean theorems as they address standards from the Patterns, Relations and Functions strand. The Statistics and Probability strand is addressed as students determine sample spaces using counting principles to find probability. Students engage in the core concepts of the Mathematics Framework through: problem solving, communicating, reasoning, and connecting. **Suggested Entry Criteria: Mastery of the concepts and skills in Grade 8 Impact Mathematics Program, or an equivalent full-year Algebra I course.** Next course: MA2105Z Algebra II Curriculum H

MA2215Z Geometry Curriculum A

The Curriculum A Geometry course, which is aligned with the Massachusetts Mathematics Curriculum Framework, is the first in a four-year advanced sequence leading to Calculus. This advanced course addresses the four strands of the Framework, with emphasis on the Patterns, Relations, and Functions and Geometry strands. Students will review Algebra I before beginning Advanced Geometry. A more extensive review of Algebra I will precede the course content of Advanced Algebra II. Students will approach Geometry from a theoretical perspective, discovering and proving theorems. Major content areas from this strand include the study of a deductive structure, similarity, and congruence relationships. The course structure is similar to Honors Geometry but taught at a less rigorous pace and depth. Students will engage in the core concepts of the Mathematics Framework through: problem solving, communicating, reasoning, and critical thinking. **Suggested Entry Criteria: Proficiency in the concepts and skills of Grade 8 Impact Mathematics Program or an equivalent full year Algebra I course. CMP (Connected Math) is a half-year Algebra I course.** Next course: MA2110Z Algebra II Curriculum A

MA1215Z Algebra I Curriculum A

The Curriculum A Algebra 1 course is the first in a four-year college prep sequence that is in alignment with the Massachusetts Mathematics Curriculum Framework. This college prep course addresses the four strands of the Framework with major emphasis on the Patterns, Relations, and Functions Strand. In the content standards from

this strand, students will investigate patterns, relations, and functions, simplify polynomials, and solve linear and quadratic equations, inequalities, and systems of equations. Students study powers and roots as they address standards from the Number Sense Strand. Content areas including scatter plot, line of best fit, and basic counting principles connect to the Statistics and Probability Strand. The Geometry Strand is addressed in the work done in the coordinate plane. In all content strands, students engage in the core concepts of the Mathematics Framework through: problem solving, communicating, reasoning and connecting. **Suggested Entry Criteria: Understanding of the concepts and skills in Grade 8 Connected Mathematics Program or equivalent.** Next Course: MA2215Z Geometry Curriculum A

MA1320Z Algebra I Curriculum B

The Curriculum B Algebra I course is the first in a four year modified college prep sequence that is in alignment with the Massachusetts Mathematics Curriculum Framework. The course addresses the four strands of the Framework, using visual and manipulative models. Students progress from intuitive understanding to abstract representation of concepts. The Number Sense Strand is addressed as students review rational number skills, study powers and square roots, and apply properties of real numbers. In the content standard of the Patterns, Relations, and Functions strand, students will investigate patterns, relations, and functions. They will learn to analyze linear systems, recognize quadratic systems, and simplify polynomials. Students work in the coordinate plane finding slopes, midpoints, and distance as they address the Geometry strand. Students will learn to represent and analyze data and basic probability as they connect to the Statistics and Probability strand. Students engage in the core concepts of the Mathematics Framework through: problem solving, communicating, reasoning, and connecting. **Suggested Entry Criteria: Understanding of the concepts and skills in Grade 8 Connected Mathematics Program or equivalent.** Next Course: MA2320Z Geom. Curriculum B or MA2215 Geom. Curr. A

MA7240 Computer Aided Drafting and Design I (CADD) Curriculum A

The CADD class is being offered as an elective within the Mathematics Department for all students, grades 9 - 12 and is offered at the Curriculum A level. The class will provide the students with a high level of computer versatility and could ultimately result in a certificate. Some colleges, such as Middlesex Community College, may accept the class for college credit. **Counts as an elective only; may not be substituted for the required grade 9 math course.**

PHYSICAL EDUCATION, HEALTH and WELLNESS

The program of Physical Education, Health and Wellness at Arlington High School is a four-year sequence that aligns with many components of the Health Framework of the Massachusetts Department of Education. Content is drawn from Physical Health, Social and Emotional Health, Safety and Prevention, and Personal and Community Health Strands of the Framework. All students are scheduled to take Health through their Physical Education classes. A parent may request to have his/her child exempt from classes related to sexuality. Such requests shall be made in writing to the principal.

PE is a required course for Grade 9 students.

GRADE	Physical Education and Health Courses
Grade 9	PE1610Z 9 th Grade Program/HE

PE1610Z Ninth Grade Physical Education, Health and Wellness

This introductory course includes regular physical activity with a core of adventure programming and cooperative games, introduction to fitness, orienteering, dance, and some lifetime and team sports. Students examine motor skill development, fitness, and personal and social competency. In health classes, students address substance addictions, dating issues, sexuality, media influence, and personal wellness.

FAMILY AND CONSUMER SCIENCES

All courses in the Department of Family and Consumer Sciences address Massachusetts Health Frameworks Standards as well as National Standards for Family and Consumer Sciences.

Family and Consumer Sciences is all about “learning for living.” We offer courses to help both young men and women develop a variety of personal and career skills. Many classes are in laboratory settings that provide opportunities for learning by demonstration, practical hands-on experiences, observation and discussion. These courses encourage accomplishment through work in small groups and in individual projects. The skills learned in our classes will be useful to students now and throughout their lives.

LEVEL	Curriculum A
Grade 9	CS2240Z Early Childhood Education I CS1920Z Fashion / Interior Design I

CHILD DEVELOPMENT

Students interested in pursuing careers working with young children as early childhood or elementary school teachers, daycare providers, child psychologists, pediatricians, social workers, etc. will find the courses in this program most valuable in preparing them for their professional lives either working immediately after high school or by continuing the study of Early Childhood in college. Students will learn about the development of children through a variety of classroom and preschool lab activities. Students will gain invaluable experience and insight into the roles of parents, teachers, and other professional who work with young children.

Students who complete the course requirements for Early Childhood Education I, Early Childhood Education II, and Early Childhood Education Practicum meet the requirements for EEC (Early Education and Care – formerly Office for Child Care Services) certification. This certification allows individuals to work in private early childhood programs as teachers. Students will be awarded a letter documenting their participation upon completion of requirements.

CS2240Z Early Childhood Education I

Although all students are welcome, this elective course is especially designed for students who are interested in pursuing careers in early childhood and elementary education and care or other fields working with children. Students study the development of children from birth to age 5 with a strong emphasis on early childhood curriculum and programs. There will be a focus on current research of brain development, different learning styles, and theories of development, teaching, and learning. The study of children will be accomplished through class readings and discussion, research projects, observations in early childhood programs, media presentations, and hands-on experience working with three and four year old children in Menotomy Preschool. Students apply their knowledge of developmentally appropriate activities for young children by planning, implementing, and evaluating activities for the preschool children in all curriculum areas.

FASHION AND INTERIOR DESIGN

Are you creative? Do you have a flair for design? Do you find yourself examining room designs and fashions and thinking of ways you would add your own creative touch? If you do, then Interior Design and Fashion Design are for you. Come explore color theory and the elements and principles of design as they apply to room interiors and fashion. Use your talents and skills to discover the designer in you. These courses are elected in tandem and can be elected for two years, the second year at an advanced level.

CS1920Z Fashion /Interior Design I

The first half of this course enables students to explore their creativity in the field of Interior Design by focusing on color, the elements and principles of design, room arrangements and floor planning. Students will gain an appreciation of the design fundamentals that form the foundation for which all design is judged. Opportunities for using computer aided design software will be available. Students will learn how to manipulate and apply the tools of design in a variety of situations in the home to create beautiful environments through hands-on projects, field trips, and guest speakers. The second half of this course will focus on fashion where students will develop an

awareness of the role of clothing, textiles and fashion in our daily lives. The social, psychological, cultural and environmental aspects of clothing will be explored along with marketing strategies. Students will learn theory and will develop and apply their design skills through a variety of hands-on projects and experiences. They will explore the different career paths available to them in the fields of Interior and Fashion Design through field trips, guest speakers, and shadow experiences.

CLASSICAL AND MODERN FOREIGN LANGUAGES

Pupils who are starting a foreign language in high school may choose from the following:

LEVELS	Curriculum H	Curriculum A
Grade 9	ML1105Z French I ML1110Z Spanish I CL 1105Z Latin I ML 1115Z Mandarin	ML1205Z French I ML1210Z Spanish I CL 1205Z Latin I

ML1105Z French I Curriculum H

This accelerated course is open only to qualified students who have excelled in French in Middle School. The curriculum is aligned with the learning standards of the Massachusetts Foreign Language Curriculum Frameworks. This course is thorough and comprehensive. Students will work toward proficiency in French in the four communicative skills: reading, writing, speaking and listening. Students will make connections to other academic areas and will study the influences of French culture on art, literature, music and history. They will develop the skills of analyzing French literature and art such as Symbolism, Surrealism and Impressionism. They will read and discuss short stories and newspaper articles in French.

Suggested Entry Criteria: Students must have a reasonably strong written and oral command of present and past tenses of regular and irregular verbs. They must have the ability to express themselves in French in both written (3 to 4 paragraphs) and oral format about their interests and activities, likes and dislikes.

ML1205Z French I Curriculum A

This is a beginning language course requiring no previous knowledge of the language. The course addresses the strands of the curriculum frameworks by practice in listening, speaking, reading and writing through oral and written exercises and the extensive use of role playing activities, tapes, songs and games. Students will explore French culture and its contributions to the arts sciences, history and world society. The class will make comparisons with their own culture and experiences. Awareness is enhanced through student magazines, videos, and a research project.

ML1110Z Spanish I Curriculum H

This accelerated course is open only to qualifying students who have demonstrated advanced aptitude in Spanish at the Middle School level. The course addresses the strands of the curriculum frameworks as students use the skills of listening, speaking, reading, and writing to exchange opinions, express feelings and emotions, obtain and present information on the products, traditions and perspectives of the culture being studied. This cultural understanding will be gained through the reading and discussion of short stories, narratives, advertisements, brochures, videos, music and the study of famous artists, historical and literary figures and events. Students will also gain knowledge of the nature of the language through comparisons of the Spanish language with their own.

Suggested Entry Criteria: Students must demonstrate an aptitude for conversing at a basic level about the community, their hobbies and activities, their likes and dislikes, and their families. They should be able to give appropriate physical descriptions and ask and receive directions.

ML1210Z Spanish I Curriculum A

This is a foreign language course for beginning students. No previous knowledge of the language is required although some students may have had some previous Middle School experience. The subject matter of this course is aligned with the learning standards of the Commonwealth's Foreign Language Curriculum Frameworks. Students will begin to converse in a language other than English by asking and answering questions, expressing feelings and emotions, indicating likes and dislikes, following directions, and describing others. Students will demonstrate an understanding of the traditions, views, and products of Hispanic culture as reflected in the history and visual presentations. They will demonstrate an understanding of the nature of the language through a comparison of Spanish with English, as they examine cognates, idiomatic expressions, and similar grammatical constructions, and compare the culture studied with that of English. They will use Spanish to reinforce and expand their knowledge of other disciplines through the investigation of websites that yield information on history and geography. Students may also begin to use Spanish within and beyond the school setting and be involved in a cultural event such as Spanish Food Day or the *Día de los Muertos* display.

ML2210 Spanish II—Curriculum A

This course is a continuation of ML1210 or successful completion of the middle school Spanish curriculum. Throughout this course the strands of the state's Curriculum Frameworks are followed. In class the students will speak, understand, read, and write phrases, statements, simple polite commands, questions, and answers in Spanish. Besides the present tense, the students will begin to use the past tense to express their likes and dislikes, emotions, opinions, and other information. Additional skills to be developed include studying, comparing, and contrasting the different Hispanic countries and cultures through short readings, discussions, and projects. These projects on diverse cultures may be displayed for the school community. **Suggested Entry Criteria:** Students must demonstrate an ability to converse briefly on a variety of topics in Spanish and to write a paragraph incorporating skills such as exchanging opinions, and expressing feelings and emotions.

CL1105Z Latin I Curriculum H

This accelerated course is suggested only for qualifying students who have studied Latin in middle school. Students continue working in the Cambridge Latin (CLC) Series, Unit III. This course addresses the strands of the curriculum frameworks through a reading of the text, which leads to an understanding of the themes, characters, and settings of the story. Students will be able to explain the relationship between and among social structures such as Roman town life, military customs, and religious practices. They will also compare, contrast, and analyze the use of the Latin language to develop a sense of complex sentence structure in English and in Latin. Other skills to be developed include describing and analyzing current and/or historical events through a study of major happenings during the Roman Empire. Pupils may also prepare displays for the school community about the target language and culture.

CL1205Z Latin I Curriculum A

This Latin program utilizes the *Ecce Romani* textbook series which depicts the daily life and adventures of the Cornелиi, a typical Roman aristocratic family of the first century, A.D. Students will read adapted and authentic material in Latin such as short stories and narratives dealing with the people of the early Roman Empire. They will identify historical or cultural figures and discuss their contributions, while also comparing and contrasting ways in which the Latin language is different from or similar to English. Pupils will use the knowledge of Latin vocabulary to understand specialized expressions used by contemporary institutions such as government. An increased understanding of English will be an additional benefit derived from the study of Latin.

ML1115Z Mandarin I Curriculum H

This course in Mandarin Chinese offers students to begin studying the Mandarin language and culture of China. Students will learn to speak, read, and write in Mandarin through a variety of methods including completing written exercises, talking in pairs and small groups, performing short plays, and watching videos. The focus of the class is conversational fluency in written and spoken Mandarin leading to an ability to read, write, and speak about literature, world events, and other subjects.

FINE ARTS

The Fine Arts Department of Arlington High School seeks to broaden students' thinking about ways of expression and communication. Students of the arts gain knowledge and self-critical awareness. The department aims to provide students with artistic experiences and cultural resources. Students are taught to develop and express perceptions and ideas through simultaneous combinations of shapes, colors, sounds and movements for which there are no precise verbal equivalents.

VISUAL ARTS

LEVELS	Curriculum A	
Grades 9	AC1205 Art I AC 2205 Art II – with permission of Fine Arts Program Director	

PERFORMING ARTS

LEVELS	Curriculum H	Curriculum A
Grades 9	PA7125 Madrigal Singers PA7110 String Orchestra PA7105 Symphonic Band	PA7205 Symphonic Band PA7210 String Orchestra PA7220 Jazz Band PA1250 Drama 1 PA7225 Mixed Chorus

VISUAL ARTS

AC1205 Art I

This course in studio art is directly aligned with the Massachusetts Visual Arts Frameworks and core concepts. In this class, a Suggested Entry Criteria for all advanced-level studio art courses, students will be introduced to the fundamentals of drawing and design and will study perspective, observational landscape and still-life drawing, portrait and figure drawing, calligraphy, graphic design, painting and clay sculpture. Cultural and historical connections will be addressed and contemporary art will be introduced. Weekly homework sketchbook assignments will be required.

AC2205 Art II

Art II is an advanced general art studio class that builds on the skills and concepts learned in Art I. New media is introduced including oils, acrylics, and block printing. Students explore selected historical periods and demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying the characteristics of each period. Students incorporate these influences into their own work and learn to describe and analyze their work and the work of others using appropriate visual arts vocabulary. Weekly homework sketchbook assignments are required. **Suggested Entry Criteria:** Art I or for middle school students: permission / recommendation from an art teacher and the Director of Fine Arts.

PA1250 Drama I

Drama 1 is an introductory course aligned with the Massachusetts Theatre Frameworks and core concepts. The course will approach the study of drama through encounters with such standards as acting, improvisation, storytelling, playwriting, design and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with introduction of character development, students will present scenes, monologues and short original pieces to their peers. Character development continues and emphasis will be placed on the physical work of an actor. Theatre history will begin to be studied during the second term. Play construction, dramatic literature

and playwrighting will also be studied. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.

PA7210 String Orchestra

In this course, students will develop instrumental and ensemble skills through such standards as: performing with expression and technical accuracy, exploring a large repertoire of ensemble literature representing various genres and historical periods and acquiring the knowledge of the technical vocabulary of music. Pianists may elect this course only by permission of instructor.

PA7110 Honors String Orchestra

In this honors level courses, students will develop advanced instrumental and ensemble skills through such standards as: playing in a small ensemble, playing music of an advanced degree of difficulty and being encouraged to perform *solo*. The honors orchestra performs music from the Baroque period to contemporary popular selections and is aligned with the Massachusetts Arts Frameworks and core concepts. **Entry Criteria: Audition**

PA7105 Symphonic Band Honors

PA7205 Symphonic Band

This Symphonic Band course is open to all instrumentalists and is aligned with the Massachusetts Art frameworks and core concepts. Students will explore various musical styles and historical periods through such standards as playing with expression, playing with technical accuracy and demonstrating well-developed ensemble skills. Pianists may elect this course only by permission of instructor. Students wishing to take this course at Honors level (PA7105) must qualify by audition, perform a selection approved by the instructor at the end of each marking period and study privately.

PA7220 Jazz Band

The Jazz Band course is open to all qualified instrumentalists and is aligned with the Massachusetts Arts Frameworks and core concepts. Students will explore various musical styles from early Jazz to Latin and fusion through such standards as playing with expression, playing with technical accuracy and demonstrating well-developed ensemble skills. Students will also be encouraged to improvise in different styles. All Students electing this course must be members of either the Symphonic Band, String Orchestra or Mixed Chorus.

Suggested Entry Criteria: Audition

PA7225 Mixed Chorus

Mixed Chorus is a course that is open to all students with no audition requirements. This course is aligned with the Massachusetts Arts Frameworks and core concepts. Students will explore various musical styles and historical periods through such standards as singing with expression, singing with technical accuracy and performing music written in four or more parts. They will also demonstrate the ability to read a vocal score and develop audience skills relating to listening and responding appropriately in classroom, rehearsal and performance settings. In addition, attention will be given to developing proper tone, breath control, vocal range and self-confidence. **Attendance at all performances is a requirement of this course.**

PA7125 Madrigal Singers

In this Honors level course, students will further explore the Massachusetts Arts Frameworks and core concepts. Students will develop advanced vocal skills through such standards as: singing in small ensembles, singing music written in more than four parts, singing music with an advanced degree of difficulty and performing from memory. An *à cappella* group, the Madrigal Singers will perform music from the 16th Century to contemporary popular selections. **Attendance at all performances is a requirement of this course.** **Entry Criteria: Audition**

Learning Disabilities Support Program

In order to expand comprehensive, inclusive programming for young adults with learning disabilities, the Arlington Public Schools has developed the LD Support Program at Arlington High School. This program provides a combination of specialized and mainstream classes for identified students. Through the services of an LD classroom teacher, an LD tutor, a teaching assistant, students are offered specialized college preparatory classes in Language Arts, Mathematics, Building Strategies, Reading, and Academic Subject Support.

Criteria for program placement includes students with:

- Recommendations from Evaluation Team after appropriate assessments
- Diagnosis of specific learning disabilities (i.e., moderate to substantial language processing and decoding problems).
- Average to above average cognitive abilities

SP7801 Academic Support

Academic Support classes serve the educational needs of students who have been evaluated through the special education evaluation team process under Chapter 766. Students' involvement in support programs focuses on the goals and objectives written in his/her Individualized Education Program (IEP). One or more of the following may be the focus of course content:

- Remediation of the specific learning disabilities
- Skill development
- Development of effective study habits & organizational skills
- Computer literacy

In addition, the special education staff monitors students' overall school performance through ongoing communication with classroom teachers, guidance counselors and school administrators. The number of days a student will be involved in a support program is determined by the recommendation of a student's IEP. Credit is awarded to students who actively participate

SP1240 Language Arts 1

The study of English grammar, vocabulary, composition and literature is presented in this college preparatory English class. Emphasis is on correct usage, sentence structure, and expository composition techniques. Works by Dickens and Shakespeare, as well as contemporary pieces of literature, are read and discussed. Literature selections parallel those of mainstream English classes. Language Arts classes follow a similar curriculum to that of regular education, with modification in reading demands and support for basic skills, including vocabulary, decoding, and writing. The special education liaison monitors the student's progress by communicating with classroom teachers, guidance counselors, school administrators and parents/guardians.

SP1350 Math Applications 1

Courses in this sequence concentrate on basic skill development as determined by students' Individualized Education Programs. In addition to improvement of basic mathematical skill, curriculum will include authentic application of curriculum frameworks topics in number sense, patterns, relations, functions, geometry and measurement, and probability and statistics. Computer aided instruction is used to promote skill development as well as review of the test taking skills necessary to prepare students for the MCAS.