COURSE CATALOG 2022 2023

Art by Owen Lake '23

MOHAWK TRAIL
MTRS
REGIONAL SCHOOL

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WELCOME MESSAGE 2022 2023

THE TRAILBLAZER IS YOU!

Welcome to Mohawk Trail Regional School

AT MTRS YOU WILL BLAZE A TRAIL TO GRADUATION THAT IS RIGHT FOR YOU, BECAUSE **EVERYONE IS UNIQUE.** TRY SOMETHING NEW. EXPLORE YOUR INTERESTS. CHALLENGE YOURSELF **TO GO DEEP AND FAR.** THIS JOURNEY WILL BE FILLED WITH OPPORTUNITIES TO GROW AND **DISCOVER YOUR PATH.**

"When you choose your fields of labor go where nobody else is willing to go."
— Mary Lyon

MTRS

How to use this course catalog

Survey the Landscape:
Browse this catalog to see what what we offer

Study the Map:
Plan ahead to see how you can blaze your trail with options for courses, internships, Capstone projects, and earning college credits

Choose Your Next Trail:
Create your schedule and start your next journey at MTRS

If you have further questions, please call the MTRS front office at (413) 625-9811.

The section on How to select courses and plan a schedule will share what is required in order to graduate, academic policies, and sample schedules to provide a model for building your own schedule.

Frequently Asked Questions
You have questions; WE have answers! In this section, you'll find our commonly asked questions. Still need more info? We're always a phone call or email away. Reach out to us anytime.

Every MTRS student will experience our Advisory and Portfolio Programs. These programs build a positive, engaged, and unified academic culture that are key parts of building an ideal learning community.

Visit our course listings to see the variety of classes available to you each year and what you'll need to blaze your trail to graduation. Meeting requirements doesn't have to mean no choices! At MTRS, you have a variety of classes to choose from while fulfilling your graduation requirements. Electives help you earn credit toward graduation while allowing you to expand your interests and allow you to dig deeper into a topic you enjoy or explore something new to you.

Want to earn college credits while still in high school? Then our Dual Enrollment program, in partnership with Greenfield Community College, is for you! Dual Enrollment allows you to take classes at our local community college while fulfilling graduation requirements and earning college credits.

Our Internship Program, available to 11th and 12th graders, provides students with hands-on experience and the opportunity to explore careers while earning high school credit. We'll help you design the internship experience that meets your goals and

connects you with professionals in your field of interest.

The Work Experience Program is a mutual effort between the students, employers, and The Mohawk Trail Regional School to provide work opportunities that allow students to earn up to 18 credits for part-time employment, gain skills, and discover areas of career interest.

The Independent Study Program is a faculty supervised experience for students to pursue an independent study project (cannot be used for required courses). This is a uniquely designed experience that can match your specific interests.

The Senior Capstone Program is the culminating academic experience at MTRS that takes place in the Fall of your senior year. Through a variety of project, research, and internship opportunities, Capstone allows you to showcase your diverse interests and abilities. After blazing your way through our course offerings, your senior Capstone allows you to take charge of your learning and explore your interests..

The MTRS Scholars as Athletes section provides guidance for our many student athletes in pursuit of excellence in their academic and athletic training.

landscape by Ben Davis from the Noun Project
trail map by Nicole Steffen from the Noun Project

How to select courses and plan a schedule

Planning your high school course schedule is a team effort.

Review this catalog and get familiar with what we have to offer at MTRS. Unsure of which classes to take? Need to know more about a particular course? Talk to your peers! Reach out to your teachers! Our Guidance counselors are here to help you create a schedule that blazes a trail to the academic experience that's right for YOU.

MTRS Guidance Team

Grades 7 - 8	Taffy Ruggeri	truggeri@mtrsd.org
Grades 9 - 12	Brian Cipoletta	bcipletta@mtrsd.org
College & Career	Sara Neuenschwander	sneuenschwander@mtrsd.org

What you need to complete your journey at MTRS (graduation requirements & required Courses)

Our goal is to support our students academically, socially, and emotionally as they blaze their trail to graduation and earn their Mohawk Trail Regional School diploma.

The Basics (here's the important details you need to graduate):
You'll need a minimum of **168 credits** in core academic courses and electives. You'll meet your core academic requirements when you pass the minimum number of required courses. Students accumulate elective credit for any courses taken beyond core academic requirements.

To be eligible to earn a high school diploma in Massachusetts, students must pass the Massachusetts Comprehensive Assessment System (MCAS) tests in English Language Arts, Mathematics, and Science (typically Biology). The **Biology** exam is offered twice per year; MTRS students typically take this exam in **9th Grade** (after completing the Biology course). **English** and **Math** assessments are offered in **10th Grade**.

Graduation Requirements and Required Courses

Academic Area	Courses Required for Graduation
English	4 (English required every year)
Math	4
Science	4
Social Studies	4 (full year of US History required)
Science	4
World Language	2 courses of the same language
Health	1
PE	1
The Arts	1
Senior Capstone	1
Electives	3
Advisory	Class of 2023 4 courses Class of 2024 6 courses Class of 2025 andy beyond 8 courses *Advisory courses requirement added 2020-2021 school year

What you'll need:
Students must register for 50 credits per school year; 25 credits per semester (including your trail blazing internship, work, or dual enrollment experience) Seniors may have an unscheduled (free or open) block per semester (this block must be Block 1 or Block 4). Mohawk Trail Regional

School operates a block schedule assigning course credit based upon the frequency of a course meeting:

12 credits for a class meeting every day for the school year (180 days)
6 credits for a class meeting every day for a semester (90 days)
3 credits for a class meeting every other day for a semester (45 days)

As you'll see, from our catalog, there are a variety of course offerings to keep our students engaged along their journey. However, sometimes our travels need to be re-routed. Changes in staffing, scheduling constraints, or under-enrollment may change a course availability.

Can I take a side trail (aka: can I get a course waiver for a prerequisite)?
Yes! Grade levels and prerequisites ***may be*** waived in certain exceptional cases. Important trail notes: Prerequisite courses will require a final minimum grade of C.

Can I repeat a course?
Regardless of the grade you receive, if you've received credit for a class, you can't repeat it. However, there are a few exceptions: Physical Education, Band, Chorus, and Academic Support courses.

Blazing Your Trail to Excellence: AP, Honors, and College Preparatory Course Options

At MTRS, you have many trails to travel, with varied levels of challenge. We offer a wide range of **Advanced Placement (AP), Honors, and College Preparatory** courses.

Our **Advanced Placement (AP) program** is offered to students grades 10-12. These courses allow our trailblazers to complete college-level work while in high school and are weighted more heavily (calculating GPA) than an honors course. AP courses and content are created by the College Board. At the completion of the course, students can take the AP exam (for a fee) and have the opportunity to earn college credit (exam results and college choice determine credits).

Most academic courses at MTRS are offered with both Honors and College Preparatory levels in the same class (heterogenous).

What does this mean? Are these separate classes?
The honors level course is typically embedded within the college preparatory class. Students interested in doing a deeper-dive into a subject or taking on additional academic challenges can opt to take the college preparatory class as an honors course alongside their peers.

How do I register for an honors-level course?
During the first few weeks of the class, students have the option to make adjustments to their course level. Students are encouraged to consult with the teacher to learn more about the academic

level expectations within that course.

Interdisciplinary (I) and Career Readiness (C) Courses

The MTRS Trailblazer model encourages educators to collaborate across disciplines to "blend" courses and academic areas to create new perspectives. Students are given the opportunity to engage with the content in non-traditional ways; helping to make connections across the curriculum. Many college-level courses are considered interdisciplinary. These blended courses promote creative thinking and problem-solving skills. Combined with the soft-skills list below, these experiences and skills are important to employers. In addition to offering interdisciplinary courses at MTRS, we also provide our trailblazers with a variety of career investigation opportunities. Our goal at MTRS is for graduates to leave our walls with at least one of the following industry recognized skills:

Hard Skills	**Soft Skills**
CPR/First Aid certification	Communication
SAFE Serv Certification	Collaboration
AP Computer Science Principles	Problem Solving
Coding	Perseverance
Technology Skills	Initiative
Presentation Skills	Critical thinking

*Our Advisory program provides the perfect social-emotional learning opportunity to identify, address, and build on soft-skills.

The Numbers: Understanding the Grading System and Class Rank

Understanding how courses impact your class rank and Grade Point Average (GPA) can be a little confusing. Your class rank and GPA are weighted and only include core academic areas: English, Math, Social Studies, Science, and World Languages.

What about dual enrollment classes? Do they factor into my class rank and GPA?

While the dual enrollment classes don't factor into your class rank and GPA at MTRS, those GPAs stand separately. And, you get the added benefit of getting a taste for college work while earning college-level credits and a college transcript.

Grade Point Scale

Placement level	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
College Prep	4.0	3.8	3.6	3.4	3.2	3.0	2.8	2.6	2.4	2.2	2.0	1.8	0
Honors	4.5	4.3	4.1	3.9	3.7	3.5	3.3	3.1	2.9	2.7	2.5	2.3	0
Advanced	5.0	4.8	4.6	4.4	4.2	4.0	3.8	3.6	3.4	3.2	3.0	2.8	0

Placement (AP)													

Numeric grade scale

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
< 60	60-62	63-66	67-69	70-72	73-76	77-79	80-82	83-86	87-89	90-92	93-96	97-100

Greenfield Community College, or online, are not considered when GPA (Grade Point Average) is calculated.

Advancing to the next trail--aka: advancing to the next grade

To continue blazing your trail at MTRS, advancing through the grade levels**,** students need to earn a set number of credits.

Credits needed to be promoted to:

10th grade: 40
11th grade: 80
12th grade: 120

You'll earn course credits when you successfully complete a class with a passing grade. Credit is awarded at the end of each semester; for yearlong courses (likeAP)credit is awarded when the course is completed. As a reminder, a semester is one half of the school year. Semester one runs late August to mid-January; Semester two from mid-January to June.

What happens if I don't earn the credits needed?

Students will be allowed to participate in their class activities alongside their classmates, but will need to earn the required credits to advance to the next grade. Our educational staff (teachers, guidance, and other specialists as needed) will work with you and your caregivers to create individual plans for credit recovery to get you back on track.

Beyond the trails at MTRS, Planning your next adventure:

Massachusetts Admissions Standards for Four Year Colleges and Universities

Proper planning is key for all great adventures on the trail! To continue your educational journey post-MTRS, you'll need the right gear for success. Below is a run-down of the Massachusetts college admissions standards and minimum requirements (MTRS graduation requirements exceed these standards).

Minimum Admission Requirements:

MassCore meets or exceeds many of the minimum admission requirements established by the Massachusetts Board of Higher Education for four-year colleges and universities and the University of Massachusetts. However, MassCore is very closely, but not currently fully aligned with these admissions requirements. Massachusetts public four-year colleges and the University of Massachusetts, and many four-year college/university admissions officials recommend that students take the MassCore recommended Program of Studies as the minimum set of requirements for future success in college. Nearly all of the four year public colleges and universities in the Commonwealth

have become competitive institutions. Students are encouraged to go beyond MassCore, particularly for competitive majors which may require even more advanced study.

The MassCore Program

The Massachusetts High School Program of Studies (MassCore) is intended to help high school graduates arrive at college or the workplace well prepared and to reduce the number of students taking remedial courses in college. The Department of Elementary and Secondary Education recommends that high school students complete the MassCore program of studies, which is a comprehensive set of subject area courses and units as well as other learning opportunities, before graduating from high school.

The MassCore program includes four years of English; four years of mathematics; three years of lab-based science; three years of history; two years of the same foreign language; one year of an arts program; and five additional "core" courses such as business education, health, and technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

MassCore Massachusetts High School Program of Studies	
English/Language Arts	**4 Units***
Mathematics	**4 Units**
	Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year.
Science	**3 Units of lab-based science**
	Coursework taken in technology/engineering may count for MassCore science credit. Note: The Board of Higher Education admissions standards for public colleges and universities require three (two lab-based) physical and natural science units and do not currently recognize technology/engineering as a science course.
History/Social Science	**3 Units**
	Including US History and World History.
Foreign Language**	**2 Units**
	Of the same language.
Physical Education	***As required by law.***
	State law (M.G.L. c. 71,s. 3) states: “Physical education shall be taught as a required subject in all grades for all

	students." Health can be integrated into Physical Education, science, or taught as a stand-alone course.
The Arts**	**1 Unit**
Additional Core Courses	**5 Units**
	Business Education, Career and Technical Education (CTE), Health, Technology (e.g., computer science, desktop publishing, multimedia and web design), or any of the subjects above.
Additional Learning Opportunities	**Complete as many of the following as possible:**
	Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.
*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework. MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by a statewide advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing districts to set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate Massachusetts Curriculum Frameworks high school level standards.	

Your Trail Map: Sample Schedules

As we mentioned above, all great adventures require planning. Your trail map will guide you as you set out on your journey and blaze your trail to graduation. As a trailblazer, your path may look different from your peers--and that's OK! At MTRS, you "hike your own hike," but our counselors, educators, and administration (your trail guides) are here to help you along the way. We encourage you (and your caregivers too!) to meet with us early-on to help you plan your journey. Decisions you make early-on may have an impact on your career and college options. And one thing to keep in mind when you plot your route: schedule changes are only each May for the next school year.

Remember, there are certain academic courses you'll need to take each year to meet graduation requirements, state requirements, and MCAS preparation. Below you will find sample schedules for each grade containing typical required courses. PLEASE NOTE: these are just a sample of the possibilities! They do not necessarily represent the actual placement of courses in semesters or in

the daily schedule.

9th Grade Sample Trail Map

Self & Society (English 9)	PE & Chorus
IBL Algebra 1	IBL Algebra I
World Language	Biology
World History	Elective

10th Grade Sample Trail Map

English 10	Elective or World Language
IBL Geometry	Civics Action Project
Chemistry	Elective or Math Elective (Algebra II)
US History I	Health/Elective

11th Grade Sample Trail map

English 11	Math
Elective	Physics
United States History II	World Language or Elective
Elective	Elective

12th Grade Sample Trail map

English Elective	Science Elective
Math Elective	Social Studies Elective
Senior Capstone	Internship
Elective or World Language	Elective

Frequently Asked Questions

What is a course catalog?

A course catalog is a guide to help you know what course options are available and help you to select which courses you will take during an academic school year.

What is the Trailblazer Model?

At MTRS, the Trailblazer model helps our school community (students, staff, and community!) guide the work we do everyday. Students will lead their own learning, break down the boundaries of traditional classes, and learn by doing. Experiences at MTRS will move our students beyond textbook knowledge. They will use research to solve real problems; intern at local businesses; design independent projects; and take courses at local colleges. In return, our community will flourish from the increased partnership with our school. MTRS graduates will be curious, adaptable, independent, and motivated citizens who seek to do good work in the world.

As a trailblazer, you will take courses that blend different subjects, address real-world issues, and be curious and active in your learning. You will participate in a daily advisory program where you meet with the same teacher and group of peers every day. That advisory group has your back--they will help you keep track of your academic learning and help you grow as a person. Throughout your time at MTRS, you'll develop a portfolio to showcase your learning in growth both in and outside of the classroom. You might participate in an internship program, online courses, and college courses. You'll have an opportunity to build your skills for college and the workforce. Throughout your journey at MTRS, you'll design, research, and complete projects; be of service to your community;and take civic action. Your senior year will be the time when you put all of these experiences into a final passion project through the Senior Capstone course.

What does *interdisciplinary* mean?

Interdisciplinary courses blend subjects that have traditionally been separated in education to reflect how integrated the career landscape actually is in the world beyond high school. Interdisciplinary courses have the power to engage students in topics and knowledge sets that may otherwise be inaccessible. We take steps to promote diversity of thought and experiences in all our courses aside from any designation the course may

have.

What is the difference between a required course and an elective?

The state of Massachusetts recommends all students pass all the courses within the MassCore Program of Studies to be college and career ready. MTRS recognizes these courses as required along with other courses determined by our school to be required due to the imminent benefits these courses provide to the students. Elective courses are optional classes that students choose to fulfill additional credits.

Advisory Program

Every student is matched with an Advisory group that consists of grade-level peers and at least one faculty member.

Advisories meet daily to hear school wide announcements, learn college and career skills, and receive individualized focus from their Advisor.

Caregivers also benefit from the partnership with the Advisor as a go-to contact to further help navigate grades and finding resources as needs arise throughout the year.

"Having an advisory makes me feel happy, safe, and productive in school. I think the teachers try super hard to make us feel safe and productive and they make us feel happy to be able to come to them anytime for anything."

~MTRS Student Quote
2020 Impact of Advisory Survey

Portfolio Program

The Mohawk Trail Regional School Portfolio Program is currently under development as part of our new and ever-improving Trailblazer model. We will continue piloting during the 2022–2023 school year.

Advanced Placement Courses (AP)

AP Courses offered at MTRS

What is AP?

Advanced Placement is a program run by the College Board (the makers of the SAT) that allows you to take special high school courses that can earn you college credit and/or qualify you for more advanced classes when you begin college.

So what are AP courses?

They are designed to give you the experience of an intro-level college class while you're still in high school. Plus, you can get college credit for the class if you pass the AP exam.

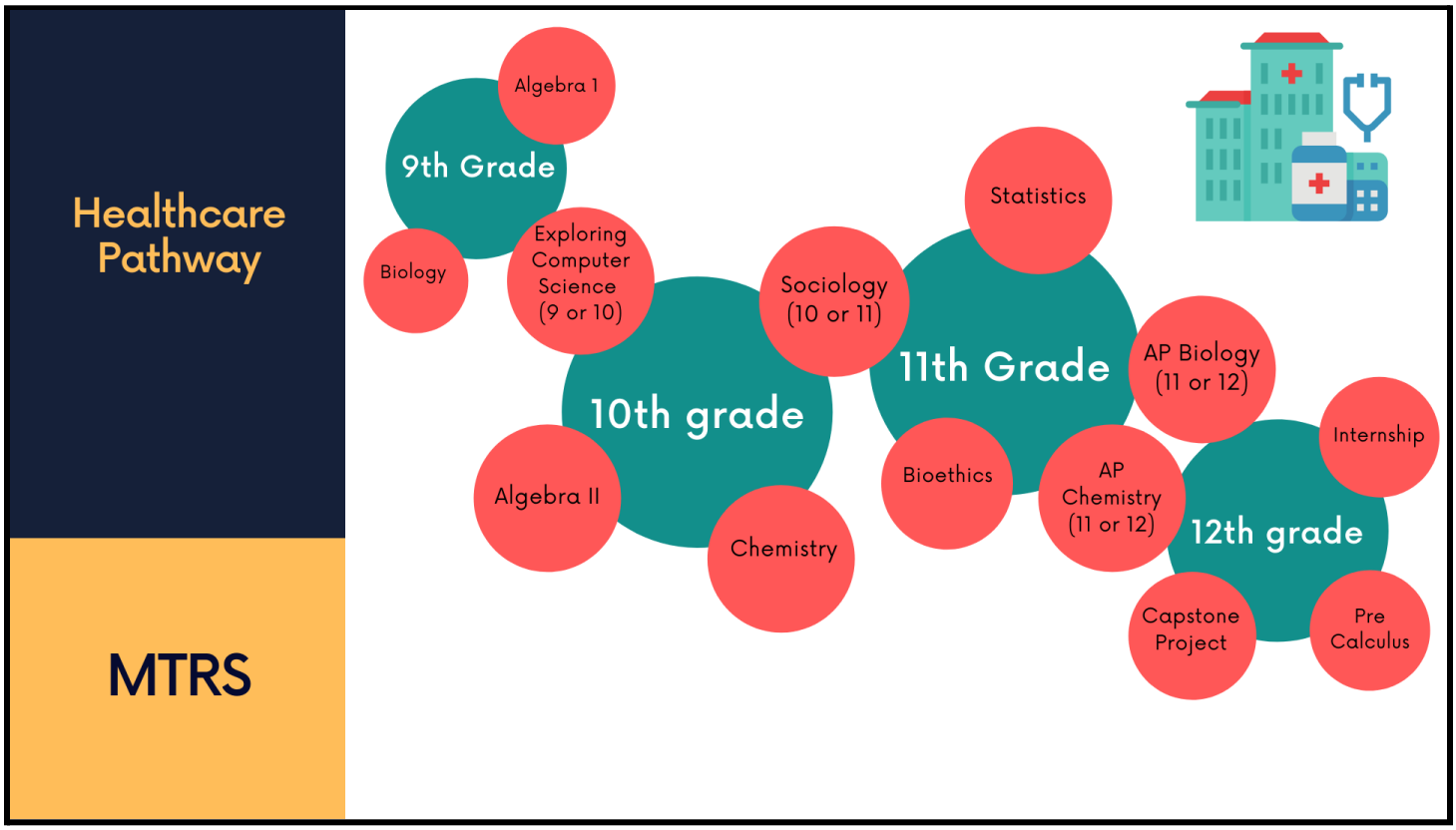
MTRS offers 10 different AP courses in the following academic areas:
Biology, Calculus AB, Calculus BC, Chemistry, Computer Science Principles, English Language, English Literature, Environmental Science, Physics, United States History

Please speak with your School Counselor to discover which course you should take this year.

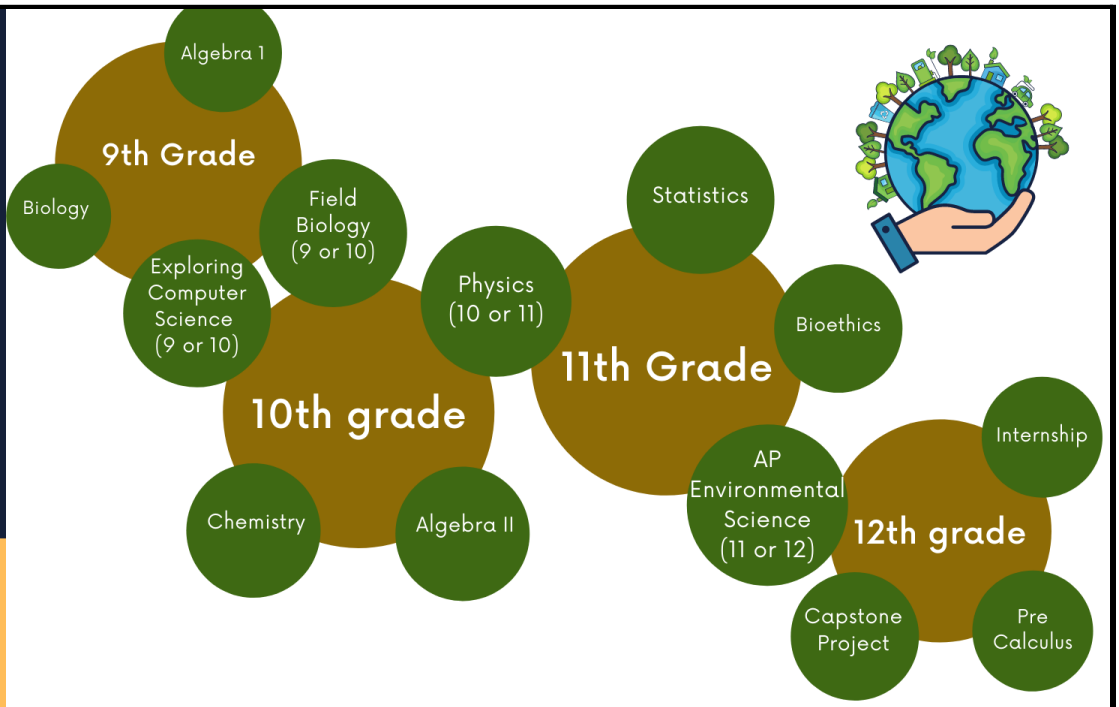
Course Pathways

The Trailblazer model includes career exploration and experiential learning. This investigation begins in the classroom through coursework that provides students with the skills and knowledge to prepare them for a career. College and Career readiness lessons will provide more detailed investigation and experiences. Below is a guide to help students plan courses they can take at MTRS to support their investigation and preparation for high demand career areas: Business/Entrepreneurial, Environment, Healthcare, Manufacturing and Technology.

Use this information to plan your courses throughout the 4 years at MTRS.



Environmental Pathway



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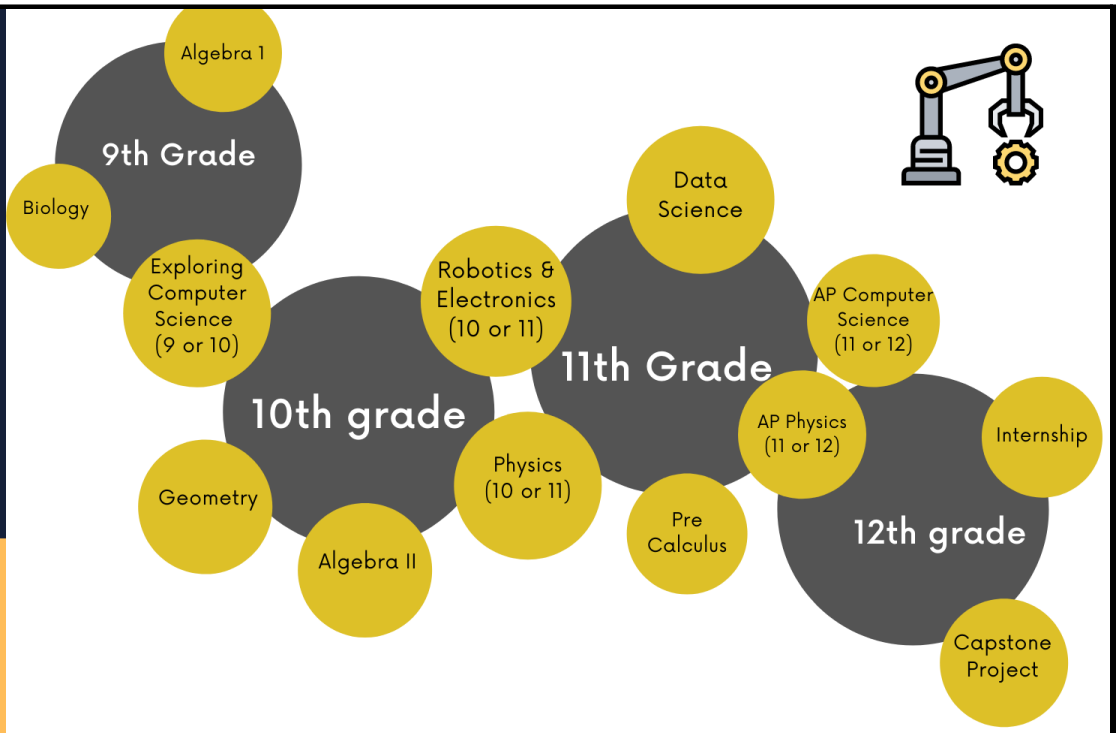
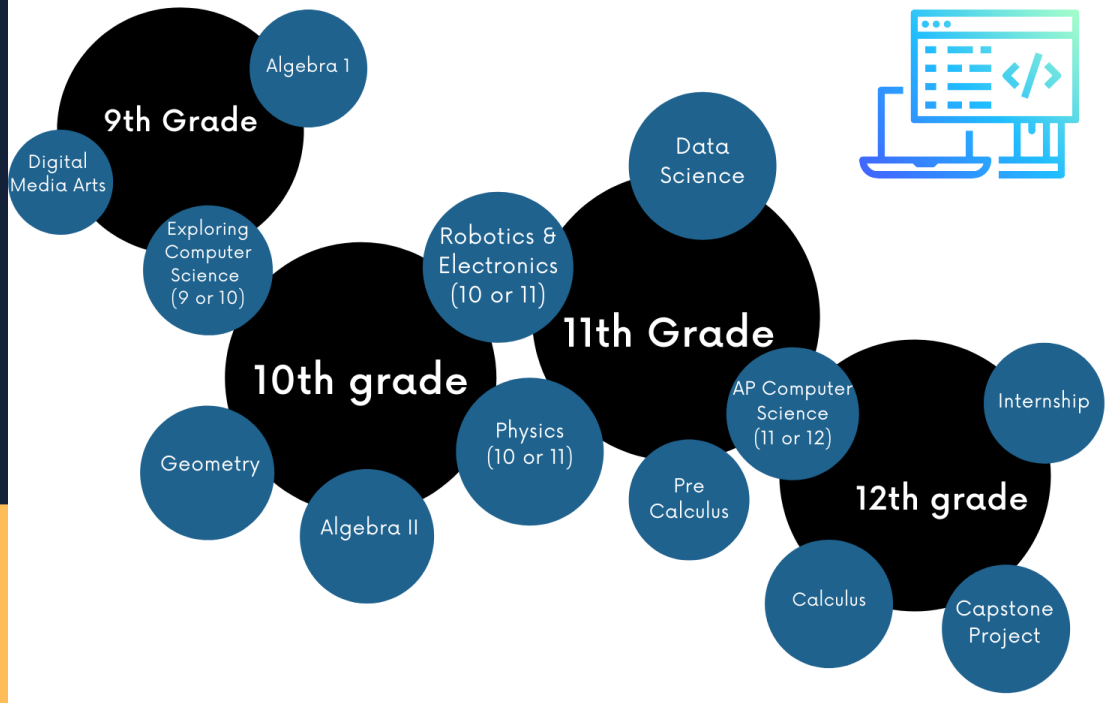
Manufacturing Pathway



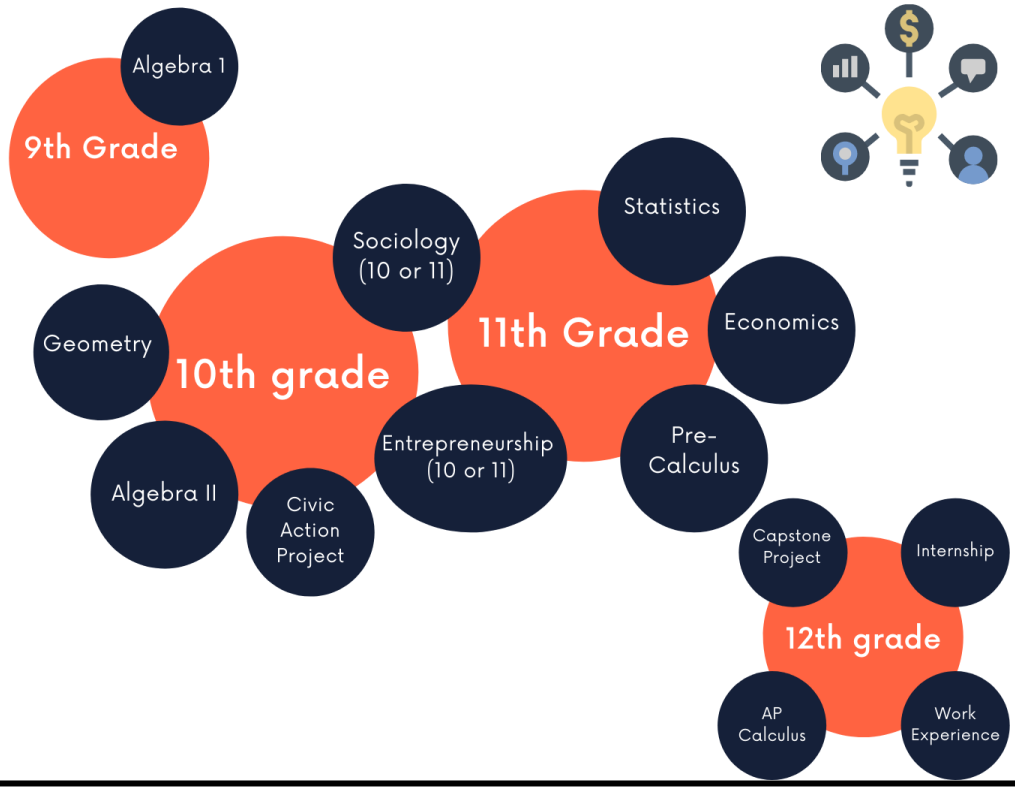
MTRS

Technology Pathway



MTRS

Business/ Entrepreneurial Pathway



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List of Courses

Computer Sciences and Technology

These classes will meet the MTRS Science Graduation Requirement, but colleges do not count these courses as science credit when evaluating your transcript. MTRS encourages all students to take one Computer Science Course before graduating. These courses provide the problem solving and computer software skills that colleges and employers are looking for in their students and applicants.

EXPLORING COMPUTER SCIENCE (6 credits; this course meets daily for one semester) (C = Coding, Technology Skills)
HONORS EXPLORING COMPUTER SCIENCE (6 credits; this course meets daily for one semester)
Computing is involved in nearly every career and field of study, a trend that will only grow. Join us in Exploring Computer Science to begin your journey of learning about what computers are and how they work. This course will allow you to explore the power of what computers can and can't do. How are computers used to solve some of the biggest challenges that humanity faces? How are computers used to enhance our everyday lives? How do we make a computer do what we want it to? We will answer these questions and more in Exploring Computer Science.

INTRODUCTION TO ROBOTICS AND ELECTRONICS

HONORS INTRODUCTION TO ROBOTICS AND ELECTRONICS (C = computer programming) (6 credits, this course meets daily for one semester)
This course introduces core computer programming logic and engineering reasoning skills through the design, construction, and operation of autonomous robots. In the first third of the course, students learn about the basic principles of electronics and the design and construction of circuits that use logic gates. The second third of the course focuses on how computer programs, microprocessors, sensors, and actuators can be used to produce a robot that interacts with its environment in a predictable and useful fashion. In the last third of the course, students work with Arduino microcontroller boards and an assortment of components to construct robots from scratch. The course introduces students to the field of electrical engineering and seeks to give students experience and access to the broad set of skills and perspectives called computational thinking.

AP COMPUTER SCIENCE PRINCIPLES (C= Technology Skills)
(6 credits, this course meets daily during the fall semester)
This course introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction

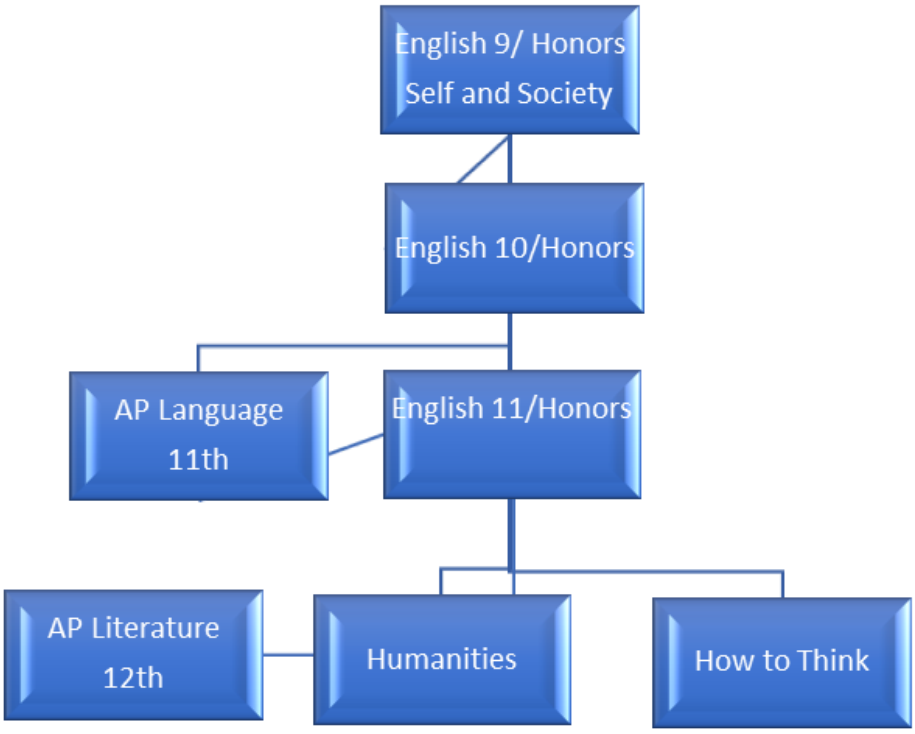
into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. All students are required to take the AP Computer Science Principles Exam in May.

Prerequisites: A satisfactory grade in either Exploring Computer Science or Introduction to Robotics and Electronics.

English Language Arts

4 courses required to graduate

To fulfill the MTRS graduation requirement, students must take 4 English courses. Students must take at least one English course every year and many students choose to take more.



For 9th grade students: (Interdisciplinary with World History)
SELF AND SOCIETY (6 credits; one semester)
HONORS SELF AND SOCIETY (6 credits; one semester)
Using a variety of literature, poetry, non-fiction, and art, this course asks 9th graders to consider the fundamental tension between conflict and cooperation. As students refine and deepen their literary analysis skills, they will also be asked to read, write, research, discuss, and present on a wide variety of themes connected to world history. This is a co-taught, integrated-arts course which uses a creative, hands-on approach to explore the fundamentals of visual art along with the critical thinking and creative expression skills needed in all disciplines. The course culminates in the design, implementation, and presentation of a major independent project. **To earn honors credit**, students will be expected to take on extension elements for each major assignment and participate in an online peer discussion group.

For 10th grade:
ENGLISH 10 (6 credits; one semester) (Interdisciplinary with U.S. History I)
HONORS ENGLISH 10 (6 credits; one semester)
How did our ideas of what it means to be an American develop and evolve? In this tenth grade course students read and discuss major works of American literature, considering historical context and making connections to contemporary issues. Texts included in this course are A Raisin in the Sun, The Great Gatsby along with selected short stories highlighting the multiple voices and communities in the United States. The course focuses on developing advanced expository writing skills, including persuasion and logical argument; developing close reading skills of complex texts; synthesizing complex readings and ideas, and developing other necessary literacy skills. **To earn honors credit**, the highly motivated sophomore will complete a series of extended learning assignments that ask students to explore and apply literacy skills beyond the scope of the course in ways that prepare them for the rigors of more advanced levels of study.

Choices for 11th grade:
ENGLISH 11: Reading and Writing Culture (6 credits; one semester)(Interdisciplinary with U.S. History II or AP U.S. History)
HONORS ENGLISH 11: Reading and Writing Culture (6 credits; one semester)
To what extent has the internet changed our relationships? What obligations do people have in other's pursuit of happiness? What is our relationship to the environment? To what extent do our laws and politics reflect the values of a just society? In this course designed to create critical readers and successful crafters of language in academic, professional, and personal arenas, students will consider questions such as these about the world they live in. They will explore the backstory of current events, synthesizing ideas from writers across genres (nonfiction, fiction, poetry, film, etc.) as they develop close reading skills grounded in rhetorical analysis. They will strengthen their ability to enter the conversations of public discourse with their own unique viewpoints, both verbally and in writing. **To earn honors credit,** the highly motivated junior or senior will complete a series of extended learning assignments that ask students to explore and apply literacy skills beyond the scope of the course in ways that prepare them for the independent rigors of college study.

AP ENGLISH LANGUAGE AND COMPOSITION (12 credits; full year)
(Students must take the AP exam to earn AP credit for this course.)
This Advanced Placement English course is at the college level and designed to create critical readers and successful writers and crafters of language in academic, professional and personal arenas. As students explore a variety of issues of our modern world (i.e. impact of social media on relationships, our relationship with the environment, economic inequality, gender roles, etc.), they will learn to analyze expository, analytical and argumentative writing across genres (nonfiction, fiction, poetry, etc.) with a close eye on the rhetorical strategies and techniques that are being employed. Students will develop close reading skills and the ability to determine audience and purpose in order to communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. Using these skills, they will work on improving their own

writing by using the strategies and techniques that they have seen modeled. The course culminates in the AP exam in May. This is a year-long course and requires summer reading and writing. **Prerequisite: completion of summer assignment.**

Choices for Seniors:

HOW TO THINK: Cultural Literacy (6 credits; one semester)
HONORS HOW TO THINK: Cultural Literacy (6 credits; one semester)
Our society is embedded with lots of different power hierarchies, including race, class, gender identity, sexual orientation, and nationality. Where did these ideas come from, though? How do they affect us, and how do we talk about them? This class teaches you the fundamental ideas of several critical lenses and how to analyze the world from different perspectives. This is a discussion based course with lots of activities and real world application. Each unit follows a predictable structure, and is meant to expand on and deepen your understanding of topics you already know something about. Assignments, including reading and writing, focus on quality, not quantity. Flexibility within the course makes it a great choice for both students who are college-bound and for those who are heading straight into the workforce. Because everybody needs to know how to think! **To earn honors credit**, students will advance their writing skills further, apply course content to current events, and participate in an online peer discussion group.

HUMANITIES (6 credits; one semester)
HONORS HUMANITIES (6 credits; one semester)
Also known as, "I just checked in to see what condition my condition is in," Humanities is a rigorous course examining the myths, beliefs, and philosophies of Western culture through fiction, nonfiction, and the arts all the while locating these texts within their historical settings. Structured around the Socratic method, Humanities' students will read *Beowulf, Grendel*, and Shakespeare's *Macbeth*, view works of art and watch modern films such as *Hercules, Alien*, and *Black Swan* all the while making connections between the texts and our Western culture. This course features a wide range of writing assignments including expository, analysis, and persuasion pieces. An **Honors Humanities** course option is available within the class for students who are interested in exploring topics in greater depth. Students earning honors credit will be expected to read an additional, supplemental text and provide greater research into the topics discussed, as well as lead a class discussion.

AP ENGLISH LITERATURE AND COMPOSITION (6 credits; one semester)
This class is specially designed to assist students in passing the AP Literature test in the spring, and uses as a benchmark the *AP English Course Description* from the College Board. In addition to working towards passing the test, you will read, discuss, and write about literature, focusing on texts such as *The Picture of Dorian Gray, The Heart of Darkness, Things Fall Apart, White Teeth, the Tempest, and Ceremony*. This course will look at both canonical literature and literature that rests outside the mainstream. We will look at different ways to analyze literature, eventually coming to terms with a "second language," or a language that looks beyond the plot of a text or the meaning of

a poem. We will constantly ask ourselves who the author is, who his or her audience, what message or meaning can we glean from the text, and how has the author brought his or her message across to the reader. **Prerequisite: completion of summer assignment.**

BIOETHICS (6 credits one semester)Interdisciplinary Elective (Counts as non-laboratory science elective credit toward graduation requirements)

HONORS BIOETHICS (6 credits one semester) (I = English and Science)

In this interdisciplinary co-taught merger of science and English, students will gain a primer in the study of ethics and philosophy, and learn how to apply this knowledge to scientific phenomena and research practices, as well as to science applications in society and everyday life. The course will include both case-based discussion and laboratory applications. Students will examine the scientific research and ethical implications of topics including genetic engineering, climate change, global health equity, and clinical applications of medicine. Students will be assessed on whole-class discussions and debates, written reflections on articles and books, argumentative writing, laboratory analysis, and occasional written tests or quizzes. **To earn honors credit,** the highly motivated student will complete a series of extended learning assignments that ask students to explore topics in more depth and apply skills beyond the scope of the course in ways that prepare them for the rigors of more advanced levels of study.
Prerequisites: Successful completion of Biology and 9th grade English.

MULTIMEDIA JOURNALISM (6 credits, one semester**)(Interdisciplinary course: English and Art/Digital Media)(I)**
This course will allow students to learn the techniques of news gathering, writing, and editing. Other formats explored will be modern multimedia and social media for storytelling, which includes photography and video, web production. and print. Students will work in teams using critical thinking skills to conceive, develop, report and produce projects on a variety of topics. Students' reporting may take the form of a newspaper, podcast, or morning news show. The work is largely project-based, requiring both independent work and group management skills for success — a critical career skill in an ever-evolving work environment.
This course is co-taught and may satisfy English or Art elective credits.

For English Language Learners only:

English Language Development I, II, III, IV (12 elective credits; full year)
English Language Development is a required course for English language learners, MTRS students who meet the state criteria for specialized English language instruction. The course, taught by an ESL-licensed teacher, is designed to provide direct instruction in the English language in the context of the Massachusetts Frameworks. The English Language Development course has four levels aligned to the English language proficiency level of each student. With hard work, daily practice and focused study, students are expected to improve their English proficiency in the four domains of

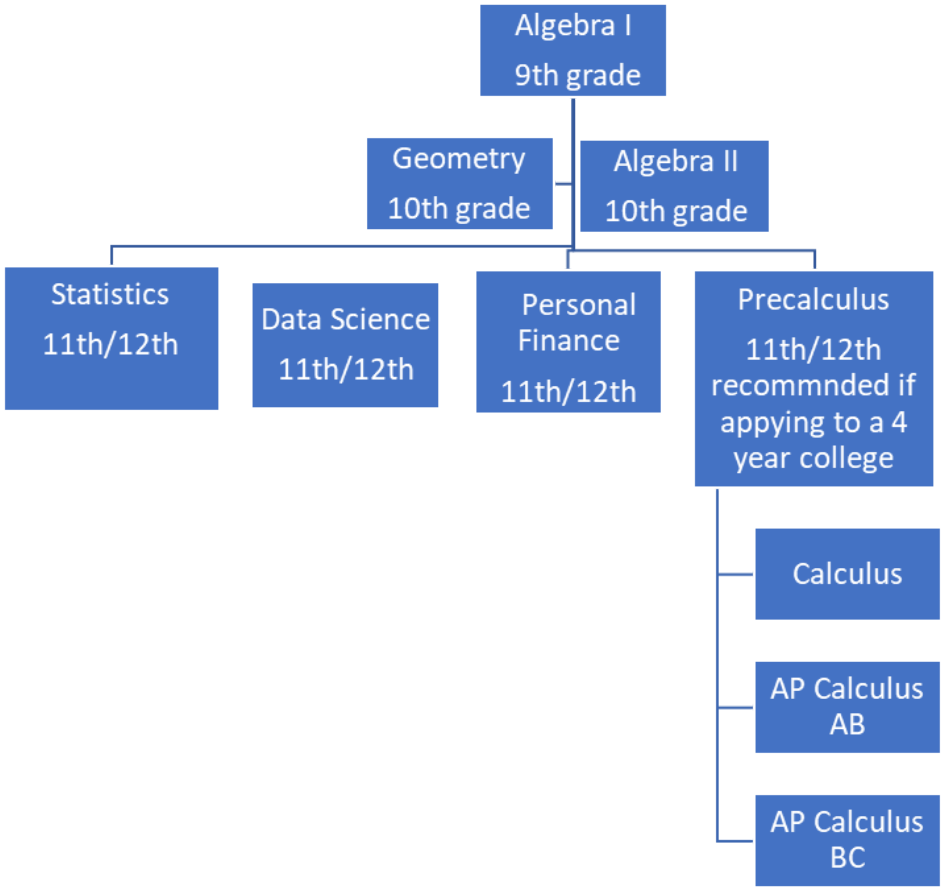
speaking, listening, reading and writing as measured by the annual WIDA Access test administered each year. Course objectives include progress in academic vocabulary, reading comprehension and essay writing with the overarching goal of grade-level proficiency in English. Instruction will focus on academic language practices such as arguing with evidence, justifying conclusions, expressing cause-and-effect relationships, describing one's reasoning, making predictions, and negotiating meaning. Students will do extensive reading, engage in academic discussions and create a variety of written and multi-modal texts connected to both WIDA and content-area standards. **Prerequisite: English Language Learner status**

Mathematics

4 courses required to graduate

The Mathematics Department recommends that students strive to reach Algebra II or as much math as possible in preparation for the MCAS test in the spring of the 11th grade year.

Students who choose to pursue courses for Honors credit will be expected to investigate math topics at a deeper level and demonstrate their deeper understandings on activities and assessments.



About Inquiry Based Learning (IBL)

The Algebra I, Geometry, and Algebra II courses are taught using an Inquiry Based Learning Model (IBL). In IBL courses, students collaborate to come up with ways to solve complex problems without relying on memorization or mimicking a teacher's methods. Students must explain their reasoning in writing, as well as to their groups and to the class. This method

promotes problem solving, collaborative learning and critical thinking skills that colleges and employers are looking for in students and employees.

The course sequence is as follows:
Grade 9: IBL Algebra/Honors IBL Algebra (a yearlong course)
Grade 10: IBL Geometry/ Honors IBL Geometry (one semester)
Then: IBL Algebra II/Honors IBL Algebra II (one semester) (may be taken in Grade 10)
After completing IBL Algebra II, students can select from an array of math choices including:

- Precalculus and Trigonometry/Honors Precalculus and Trigonometry (recommended if applying to a 4 year college)
- Honors/Standard Statistics
- Personal Finance/Honors Personal Finance
- Honors Calculus
- AP Calculus

For 9th Grade Students:
IBL ALGEBRA (12 credits, full year)
HONORS IBL ALGEBRA (12 credits, full year)
The major purpose of Algebra 1 is to formalize and extend the mathematics that students learned in the middle grades, working with linear and exponential functions, solving systems of equations and inequalities, and analyzing data. The Mathematical Practice Standards apply throughout the course and, together with the content standards, create mathematical learning experiences based upon reasoning and sense-making, building perseverance and problem-solving skills, and rich in mathematical discourse.

For 10th Grade students:
IBL GEOMETRY (6 credits, one semester)
HONORS IBL GEOMETRY (6 credits, one semester)
This course will expand on geometric topics that were introduced in 8th grade. Students will investigate similarity, transformations, construction, and proof; they will explore area, volume, the Pythagorean Theorem and right triangle trigonometry; and they will study circles and coordinate geometry **Prerequisite: Successful completion of the IBL Algebra course.**

IBL ALGEBRA II (6 credits, one semester)
HONORS IBL ALGEBRA II (6 credits, one semester)
Completion of this course is essential for college admission and success on the SAT exam.
Algebra II expands upon material from the Algebra I and Geometry courses. Students investigate the behavior of a variety of functions including exponential, rational, periodic, and cubic functions. Students will build upon their understanding of trigonometry beyond right triangles. In class, we will extend our understanding of the solutions of quadratics into the realm of complex numbers.
Prerequisite: Successful completion of IBL Geometry.

After completing IBL Algebra, IBL Geometry, and IBL Algebra II, students have the following

courses to choose from (see course pathways flowchart on previous page for more guidance):

PERSONAL FINANCE (6 credits, one semester)
HONORS PERSONAL FINANCE (6 credits, one semester)
The focus of this course will be to apply mathematics to real life financial situations that students will face after high school. Budgets, career research, taxes, personal credit, renting vs. buying a home, buying a car, insurance, and investing are all life skills that this course will discuss in detail. Students will work on building a strong foundation of information and skills that will help them make good decisions in the future. This class will involve extensive use of technology as students work on individual projects. **Prerequisite: This course is for Juniors and Seniors. Successful completion of IBL Algebra II or teacher approval.**

PRECALCULUS AND TRIGONOMETRY (6 credits, one semester)
HONORS PRECALCULUS AND TRIGONOMETRY (6 credits, one semester)
Completion of this course greatly increases the likelihood of college admission and success on the SAT exam. This is the fourth course in Algebra I, Geometry, and Algebra II sequence. The course emphasis is on honing mathematical skills in preparation for advanced college level mathematics. This course covers polynomial, logarithmic, and exponential functions. Additionally, this course covers trigonometric functions, radian measures, circular functions, and identities. **Prerequisite: Successful completion of IBL Algebra II.**

STATISTICS (6 credits, one semester)
HONORS STATISTICS (6 credits, one semester)
In a world increasingly driven by data, this course will introduce the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will learn to design experiments, explore and summarize data, and use statistical inference to make decisions. This course will focus on concepts rather than calculations and will make extensive use of technology as a statistical aid.
Prerequisite: Successful completion of IBL Algebra II.
Course Runs on Alternating Years. Not offered 2022-2023 School Year.

DATA SCIENCE (6 credits, one semester)
HONORS DATA SCIENCE (6 credits, one semester)
Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities. This course can lead to a career pathway in statistics, data science, and many other STEM or humanities subjects.
Prerequisite: Successful completion of IBL Algebra II.
Course Runs on Alternating Years. Offered 2022-2023 School Year.

HONORS CALCULUS (6 credits, one semester)
This course is the equivalent of a first semester college calculus curriculum. This includes an

in-depth study of limits and continuity, the derivative of algebraic functions, applications of the derivative. If time allows, other topics will include the definite integral and the Fundamental Theorem of Calculus. This course is only offered at the honors level. **Prerequisite: Successful completion of Pre-Calculus and Trigonometry or with teacher approval.**

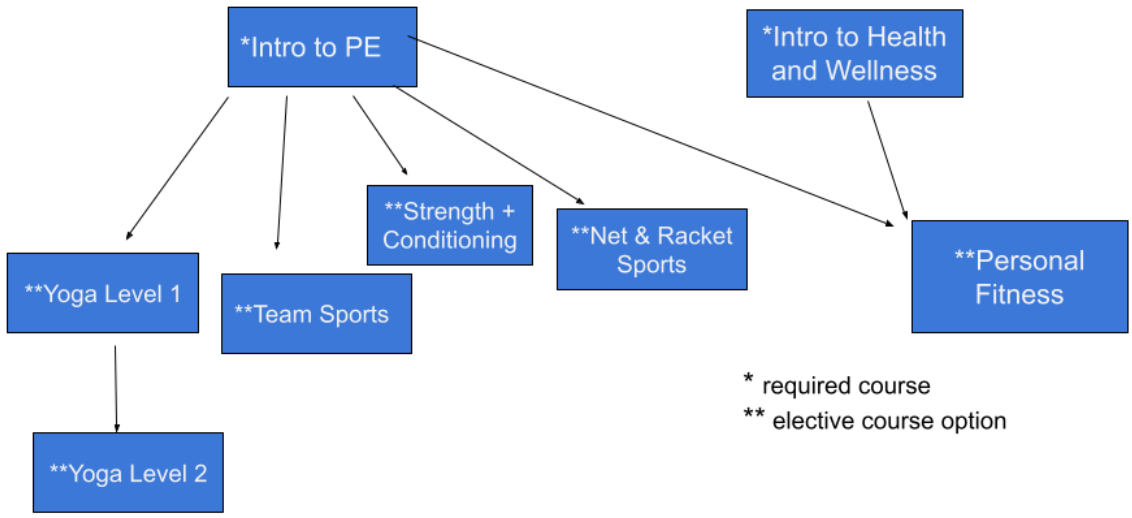
AP CALCULUS AB (12 credits, fall and spring semester or 6 credits in fall and then to BC Calculus)
(Students must take the AP exam to earn AP credit for this course.)
Students are required to take the AP Calculus AB exam in May. This is a year-long AP course. Students have the option to switch into 33644 for spring semester if they are interested in pursuing the BC curriculum. **Prerequisite: Successful completion of Honors Calculus, or with teacher approval.**

AP CALCULUS BC (6 credits, one semester)
Students are required to take the AP Calculus BC exam in May. Topics new to this course include Parametric, Polar, and Vector Functions, Polynomial Approximations and Series • Concept of Series •Series of constants •Taylor Series. This course is often offered as in Independent study.
Prerequisite: Successful completion of AP Calculus AB fall semester or with teacher approval

Physical Education and Wellness

1 course of Physical Education required to graduate
1 course of Health required to graduate

Students are expected to take 1 course of Physical Education during their high school years and to complete the Health Education course



Introduction to Physical Education (3 Credits; Meets every other day for a semester)
This is an introductory look into Physical Education, where all students can feel comfortable learning and exploring the skills and techniques associated with a wide array of sports and activities. From traditional sports (ie: Basketball, Soccer, Tennis) to leisure time activities (ie: badminton, Kan Jam, and cornhole) this class is designed for students who are hoping to be exposed to a wide range of skills and tactics in a more socially engaging and less competitive PE setting. Students will also be taught on some basic fitness concepts and introductory weight room components. Ideal for 9th and 10th grade students looking for their first PE credit. This course is designed to give students a little taste of each of the more focused PE courses offered as PE electives. **(Prerequisite for all other Physical Education classes)**

HEALTH & WELLNESS (3 credits; meets every other day for a semester)
This is a required course for 10th grade students.
Does an apple a day really keep the doctor away? Depends on how well you throw. Ba-dum-cht! Through class discussions, activities, and projects you will learn to look at your health and wellness in a multidimensional way, as more than just the choices you make to keep your body physically

well. Whether it's learning how to manage stress, choose the best foods for your body and lifestyle, or navigate relationships... you'll learn how to take control over aspects of your life that may sometimes seem overwhelming and stressful. Want to one day climb the tallest mountain, own your own company, or win a grammy? You have to take care of yourself first to get there!

PE Elective Course Options

Strength and Conditioning: Working Out with a Purpose(3 credits; meets every other day for a semester)
This course will help you develop a personal fitness program and commit to lifestyle choices that will keep you looking and feeling good for a lifetime. This course requires a combination of weight training, cardio and flexibility exercises. This course focuses on physical fitness, beginning with a brief (1)introduction to the weight room and equipment, (2) gathering and analyzing baseline data through various personal fitness assessments, eventually followed by (3) individualized fitness goal setting. Students will engage in activities that will improve both health and skill-related elements of fitness. Students will learn or review the elements of fitness and exercise using the "F.I.T.T. principle" and use this to work toward and/or achieve their own personal fitness goals. This class is conceptually based and promotes the development and maintenance of personal fitness and problem solving throughout life. At the conclusion of this course students should feel comfortable walking into any weight room or fitness center and have a broader understanding of how to work out with a purpose. **Prerequisite: Intro to P.E.**

TEAM SPORTS AND RECREATION (3 credits; meets every other day for a semester)
This course is designed to develop a more collaborative and cooperative community through team sports and the use of the "Sports Ed Model". While working through multiple sports seasons, students will share the roles and responsibilities of "The Coach", "The Trainer" "The Encourager" and "the Sports Reporter". While fulfilling each of the "roles" for their team, students will learn the fundamental skills and techniques for participation in a variety of team sports and cooperative activities. The concept of teamwork, cooperation, competition and leadership will be learned through playing a variety of team sports and activities. This is a team centered sports class and students will be working within the same teams for the entire semester. In addition to skill acquisition, the course will focus on how communication and collaboration lead to more productive and cooperative team settings, both in and out of the "sports world". The course begins with students creating their own team names, game jerseys, chants and more! **Prerequisite: Intro to P.E.**

Yoga Level 1 (3 Credits; Meets every other day for a semester)
Take Yoga and earn your license to chill. No shoes... comfy pants... go with the flow. Everyone is welcome - from first timers to everyday Yogis. You'll learn basic poses and routines to build flexibility, strength, and stamina while breathing and relaxation techniques help to relieve your overall stress. 10/10 would recommend. You'll leave feeling better than when you came!
Prerequisite: Intro to P.E.

Yoga Level 2 (3 Credits; Meets every other day for a semester)

For those ready to take the next step in their relationship with Yoga and say those magical three words. Don't let "level 2" scare you away - we won't be balancing on one hand and you'll still choose your own pace. We'll be slowly building off the poses and routines from Yoga level 1 while learning some new material as well. Those beautiful 8-10 minutes of lights out savasana are waiting for you! **Prerequisite: Yoga Level 1 or previous experience in Yoga.**

Net and Racket Sports and Games (3 Credits; Meets every other day for a semester)
This course focuses on Sports and Games that require participants to "volley" an implement back and forth to one another usually over a net, or off of a wall or playing surface, with and without the use of a racket. These activities include, but are not limited to Tennis, Badminton, Pickleball, Ping Pong, Volleyball, and Nitroball. Students will gain a baseline knowledge of the rules, skills and tactics associated with a variety of net and racket sports, while participating in both skills and drills, as well as full games. This will be a somewhat competitive class, but all levels and skills are welcomed!

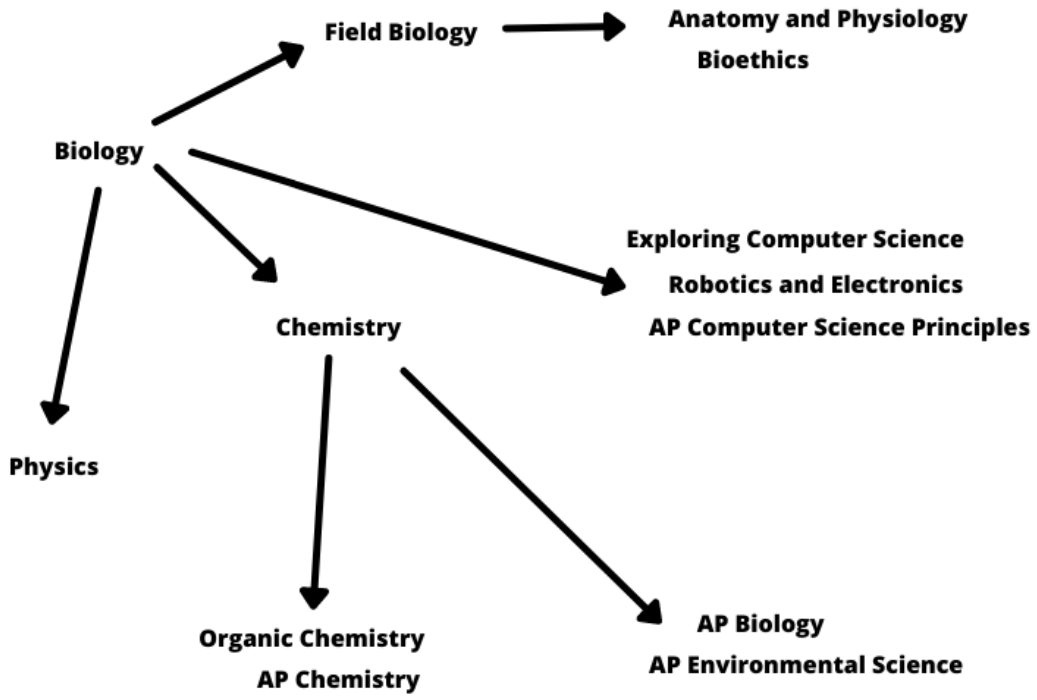
Trail Walking (3 Credits; Meets every other day for a semester; Fall Semester Only)
Let's hit the trails and enjoy time outdoors together. We'll do a brief stretch each day before going out to walk at a moderate pace on the trails or track. In inclement weather, we'll have a free gym indoors, play a game, or do some yoga. Bonus - when we walk in groups, bears have more options!

Science

4 courses required to graduate

All students are required to take 4 Science courses to fulfill graduation requirements. In addition, students must earn a passing score on the required MCAS Science Test.

MTRS offers many Advanced Placement (AP) level Science courses, some of which are offered in alternating years.



All 9th grade students take Biology. This course provides students with a strong foundation for the MCAS Biology test and for subsequent high school science courses.

BIOLOGY (6 credits, one semester)
HONORS BIOLOGY (6 credits, one semester)
In this 9th grade laboratory course, students are introduced to the various fields in biology and scientific inquiry. This includes chemistry of life, ecology, cell biology, genetics, evolution, anatomy and physiology, and biodiversity. Students will work independently and collaboratively on lab work and problem solving. This course is directly aligned with several of the major topics covered in the

MCAS Biology test and, along with the Field Biology course, will prepare the student for their upcoming MCAS Biology test. An **Honors Biology** option will be available within the class and will cover all of the material addressed in the 44013 Biology course, but will also provide opportunities to explore the content in greater depth. In addition, the honors curriculum includes weekly extensions. 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 AP science courses.

FIELD BIOLOGY (6 credits, one semester)
HONORS FIELD BIOLOGY (6 credits, one semester)
In this hands-on course, students will complete investigations in the outdoor laboratory of the MTRS school campus. Students will delve into field-based scientific inquiry while exploring various careers in both research-based and applied science, including forestry, land management, wildlife biology, and habitat restoration. We will cover ecosystem modeling and cartography as well as the effects of various chemicals on the environment. Field studies will be conducted to examine the plants and animals of various ecosystems, while gathering data and developing solutions to real-world problems. An **Honors Field Biology** option will be available within the class and will cover all of the material addressed in the 44013 Biology course. The honors curriculum includes an inquiry-based project for each quarter, as well as weekly extensions and opportunities to explore topics in greater depth. **Prerequisite: successful completion of Biology/Honors Biology.**

BIOETHICS (6 credits one semester)
HONORS BIOETHICS (6 credits one semester) (I = English and Science)
In this interdisciplinary co-taught merger of science and English, students will gain a primer in the study of ethics and philosophy, and learn how to apply this knowledge to scientific phenomena and research practices, as well as to science applications in society and everyday life. The course will include both case-based discussion and laboratory applications. Students will examine the scientific research and ethical implications of topics including genetic engineering, global health equity, and clinical applications of medicine. Students will be assessed on whole-class discussions and debates, written reflections on articles and books, argumentative writing, laboratory analysis, and occasional written tests or quizzes. **To earn honors credit,** the highly motivated student will complete a series of extended learning assignments that ask students to explore topics in more depth and apply skills beyond the scope of the course in ways that prepare them for the rigors of more advanced levels of study.
Prerequisites: Successful completion of Biology and 9th grade English. NOTE: this course is a non-laboratory elective.

CHEMISTRY (6 credits, one semester)
HONORS CHEMISTRY (6 credits, one semester)
This laboratory course for 10th-12th grade students offers a basic introduction to chemistry. Standard and honors levels are offered as options in every chemistry class. The major areas of study include atomic theory, chemical bonding, nomenclature, chemical reactions, stoichiometry and gas

laws. Traditional and inquiry-based laboratory work, problem-solving, and writing chemical equations will be required throughout the semester. In addition to the coursework of standard level chemistry, honors students will be challenged with extension material involving concept modeling, prediction of experimental outcomes, interpretation of experimental data, implementation of experimental design and introduction to concepts and problems covered in the AP Chemistry curriculum. **Prerequisite: Successful completion of IBL Algebra I is necessary for all chemistry students. There are no specific grade requirements for Honors Chemistry. It is open to all students who would like the challenge.**

ANATOMY AND PHYSIOLOGY (6 credits, one semester)
HONORS ANATOMY AND PHYSIOLOGY (6 credits, one semester)
This is a 6-credit semester block course open to students in grades 10-12. It is designed to study the structure and functions of the human body systems and uses a college textbook and lab manual. The students will study cells, tissues, body organization and all of the body systems and related topics. There will be animal dissection labs related to topics. Anatomy requires frequent review of vocabulary terms, names of body structures and understanding function. This course is highly recommended for any students interested in pursuing a career in the medical or biological fields. **Prerequisite: A satisfactory grade in both Biology and have had Chemistry or currently enrolled in Chemistry.**

PHYSICS I (6 credits, one semester)
HONORS PHYSICS I (6 credits, one semester)
This is a 10th-12th grade, 6-credit course that introduces historically, empirically, and analytically the basic concepts of physics. Inquiry-based labs will be a major component of the course. Students are expected to work independently and collaboratively to solve problems and accomplish learning goals. The major areas of study include: kinematics (the study of moving objects), dynamics (the study of interaction between two objects in contact), energy, momentum, circular motion, rotational motion, and simple harmonic motion. While the use of algebraic formulas is introduced to support the analysis of data and the making of predictions, the primary aim of the course is to allow students to develop a strong conceptual grasp of these topics. **Prerequisite: IBL Algebra and IBL Geometry.**

ORGANIC CHEMISTRY(6 credits, one semester) Will be offered in 2022 - 2023
This advanced course is for motivated students with a strong interest in science. Organic Chemistry is required for many science majors in college so having an introduction in high school is a plus. The goal is to introduce the topic to students so that they are not overwhelmed when they see the topics in college. Topics covered include bonding of carbon, functional groups, reactions and their mechanisms, polymerizations and nomenclatures. Projects and regularly scheduled laboratory activities reinforce the lecture and problem-solving format. **Prerequisite: Successful completion of Chemistry or Honors Chemistry.**

AP CHEMISTRY (12 credits, full year)
NOT offered in 2022-2023; It will be offered again in 2023-2024.

This 12 credit yearlong course covers material equivalent to two semesters of college chemistry. It is available to students in grades 11 and 12. The syllabus has been designed based upon the curriculum and frameworks developed by the College Board. Major areas of study include: atomic theory and structure, chemical bonding, states of matter, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics and electrochemistry. Through labs, class activities, and problem solving, students will develop inquiry and reasoning skills such as designing a plan for data collection, analyzing data, applying mathematical equations and connecting concepts across AP Chemistry's 6 "Big Ideas". It is for the student who has an interest in chemistry beyond their introductory course. Students are expected to read and answer questions from the text, participate in class discussions, conduct experiments and prepare laboratory reports. All students are required to take the AP Chemistry exam in May to earn AP credit. **Prerequisite: Chemistry, and IBL Algebra 2 or concurrent enrollment in Algebra 2.** *Summer assignment must be completed prior to the start of the course.*

Student description of class from Laney Celli class of 2021
"*This course seems difficult on the surface. I went in thinking I was going to struggle, but once we really started learning things I realized it just takes effort. You have to be completely ready to buckle down and study for this class. Don't be afraid to ask questions and ask for help because it helps everyone in the class! In this class I figured out what career path I wanted to take and I'll forever be grateful for this rigorous science course.*"

AP ENVIRONMENTAL SCIENCE (12 credits, full year)
Will be offered in the 2022-2023 school year.
This is a 12-credit two-semester college-level course for sophomores to seniors. 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 and Chemistry .** *Summer reading and questions must be completed prior to the start of the course.*

AP BIOLOGY (12 credits, full year)
Will be offered in the 2022-23 Academic Year
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 12 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 first year college students. **Prerequisites: A satisfactory grade in both Biology 1 and Biology 2. Chemistry or concurrently enrolled in Chemistry.** *Summer assignment must be completed prior to*

the start of the course.

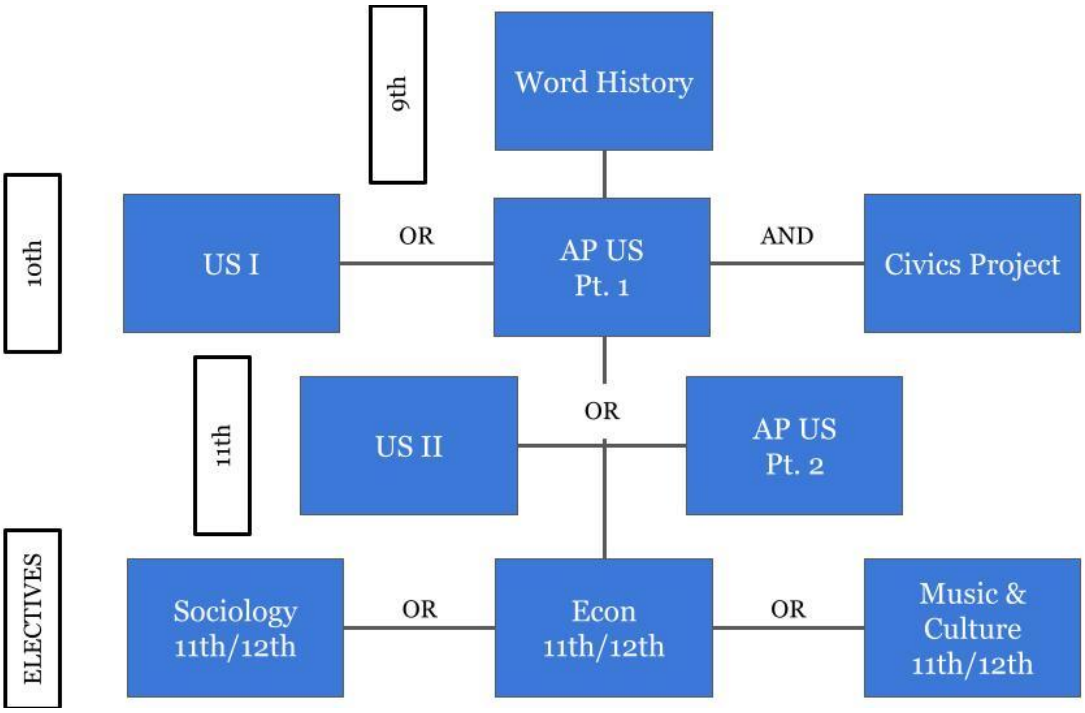
AP PHYSICS (12 credits, full year) - offered online asynchronous
This hybrid online course is a high school and university partnership with Boston University and West Virginia University through a National Science Foundation funded program. AP Physics is often a prerequisite course to success in Engineering, Information Technology (I.T.), physics, chemistry, nursing and other medical related academic programs and professional fields. The methodology of the course is novel and hence students should be self-motivated learners and have a proven track record of handing in assignments on time. Students with an interest in science and looking for academic challenge should consider this course. A Mohawk Trail teacher supports students as they complete online assignments. Students are required to take the AP exam in May to earn AP credit. **Math Requirement: Algebra 1, Geometry and Algebra 2 or equivalent sequence completed successfully.**

Social Studies

4 course required to graduate
(U.S. History I, U.S. History II, and 2 electives)

Mohawk trail offers a variety of Social Studies courses designed to strengthen overall academic skills and to analyze and understand contemporary problems and issues. To fulfill graduation requirements students must take four Social Studies courses, but many students take more as electives.

Students are required to successfully complete United States History as a two course sequence or the yearlong AP U.S. History course to meet state graduation requirements.



For 9th grade students:

22231 WORLD HISTORY 9 (6 credits; one semester)(I = English 9)
22232 HONORS WORLD HISTORY 9 (6 credits; one semester)
World History 9 is a class designed to be an overview of the major themes in human history, spanning what historians call the modern era (1750 - the present). This course is aligned with 9th Grade English to explore the theme of conflict and cooperation. We analyze political, social, environmental, cultural, and economic themes and compare them across time in order to understand some basic human trends, behaviors, and phenomenons. Topics addressed in the course include

revolution, industrialization, imperialism, war and genocide, and globalization. The course includes a wide variety of primary source materials (photos, movies, novels, poems, music, art) so that students can develop and use the same thinking skills and methods employed by historians (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation). An **Honors World History 9** course option is available within the class for students who are interested in exploring topics in greater depth.

For 10th grade students:

22111 U.S. HISTORY I (6 credits; one semester) (I = English 10)
22112 HONORS U.S. HISTORY I (6 credits; one semester)
The history of the United States has been split between sophomore and junior year, taking a thematic approach both years to explore modern-day American issues and their historical throughlines. Sophomore year is aligned with 10th Grade English to focus on the theme of freedom. This course will help students become more skilled readers and interpreters of historical information and will expand their geographical knowledge of the United States. An **Honors US History** course option is available within the class for students who are interested in exploring topics in greater depth. The Honors course uses a college textbook and is for highly motivated students with solid reading and writing skills.

For 11th grade students:

U.S. HISTORY II (6 credits; one semester) (I = English 11)
HONORS U.S. HISTORY II (6 credits; one semester)
The history of the United States has been split between sophomore and junior year, taking a thematic approach both years to explore modern-day American issues and their historical throughlines. Junior year focuses on the theme of change. This course will help students become more skilled readers and interpreters of historical information and will expand their geographical knowledge of the United States. An **Honors US History** course option is available within the class for students who are interested in exploring topics in greater depth. The Honors course uses a college textbook and is for highly motivated students with solid reading and writing skills.

AP U.S. HISTORY (12 credits; Start first half in 10th grade, finish 2nd half in 11th grade; students are required to take the AP Exam in May to earn AP credit for the course)
The AP U.S. History course is specifically designed to assist students in passing the AP US History exam in May. A score of 4 or 5 on the test gives students the opportunity to earn credit for two college level history classes. The course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past (analyzing primary and secondary sources, making historical comparisons,

chronological reasoning, and argumentation). The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by two full-year introductory college courses. Juniors and seniors may take this course.

Social Studies Electives for students grades 10-12:

CIVIC ACTION PROJECT (6 Credits,one semester) (C= Presentation Skills)
Interdisciplinary capstone-style project for 10th graders. Students will identify an issue to focus on within the class-chosen lens. They'll research the root causes, stakeholders' interests, and possible solutions, before deciding on an action plan(s) to pursue, and reflect on their process and results afterwards.

MONEY AND POWER: HOW THE ECONOMY WORKS (Economics) (6 credits, one semester)
A one-semester introduction to the basic tools of micro- and macroeconomic analysis. Microeconomics deals with consumers, firms, markets and income distribution. Macroeconomics deals with national income, employment, inflation and money.

POPULAR MUSIC & CULTURE (6 credits, one semester)
From Jazz and Blues to Hip Hop and Alt Country, this course will examine trends in popular music throughout the 20th century to the present as well as the cultures that created, consumed, critiqued, and changed them. The course will start as a survey of popular genres and styles of music in their historical contexts through the use of primary and secondary sources, interviews, documentary film, and historical research. The second quarter will focus on student-driven research projects and presentations on particular genres, artists, songs, or albums.

SOCIOLOGY (6 credits; one semester)
HONORS SOCIOLOGY (6 credits; one semester)
Sociology is the study of social life and the social causes of human behavior. Sociologists investigate and seek to understand the structure of groups, institutions, and societies and how people interact within them. Course topics include sociological perspectives, culture, groups, deviance, and an introduction to social inequalities such as class, gender, and race. The course uses a variety of games, role plays, videos, readings, and discussions to accomplish our learning goals. An **Honors Sociology** course option is available within the class for students who are interested in exploring topics in greater depth. Students earning honors credit will be expected to extend their learning by reading additional materials.

SOCIOLOGY II: SOCIAL INEQUALITIES (6 credits; one semester)
HONORS SOCIOLOGY II
A continuation of Sociology I, this course will take a deep dive into the study of social inequalities like class, race, and gender. How does the division of people based on factors such as wealth, income, occupation, age, race, education, gender, and power affect the society and individuals? In this course, we will look at why social stratification exists and how it affects modern society. The

course uses a variety of games, role plays, videos, readings, and discussions to accomplish our learning goals. An **Honors Sociology II** course option is available within the class for students who are interested in exploring topics in greater depth. Students earning honors credit will be expected to extend their learning by reading additional materials.
Prerequisite: completion of Sociology I or permission from the teacher.

World Languages: French and Spanish

2 courses required to graduate
Mohawk trail offers two world languages: French and Spanish

Students are required to complete two courses in the same language.
For college bound students, 4 levels of French or Spanish are recommended.

French

FRENCH I (6 credits; one semester)
HONORS FRENCH I (6 credits; one semester)
French I is offered to students in grades 9-12 who are beginning the study of a language. The course is geared toward learning vocabulary essential to developing basic conversational proficiency. The department works at the entry level to inspire a lifelong interest in the French language and culture. Basic grammatical structures are acquired through consistent practice. At this level, listening and writing skills receive the most emphasis. Reading and writing are introduced throughout the semester. Time spent in the classroom on-task is the most important factor in making satisfactory progress in the French language. To receive Honors credit a student must take ownership of the course material, complete all homework on time, produce at least one project which demonstrates higher order thinking and participate daily. Expectations for all students are that each student learns to the best of their ability and contributes to the class by taking an interest in the deeper aspects of the culture.

FRENCH II (6 credits; one semester)
HONORS FRENCH II (6 credits; one semester)
French II is offered to students who have completed French I. This course builds upon the basic structures and patterns presented in the first year: the receptive skills of listening and reading and the productive skills of speaking and writing. These skills are acquired through consistent practice. At this level, listening and speaking continue to be emphasized and the skills of reading and writing are further incorporated. Participation in class remains the single most important factor for success. We will explore more culture and Francophone places will be researched to broaden the global understanding of the practical and enjoyable ability to speak French.To receive Honors credit a student must take ownership of the course material, complete all homework on time, produce at least one project which demonstrates higher order thinking and participate daily. Expectations for all students are that each student works to the best of their ability and contributes to the class by taking an interest in the deeper aspects of the culture.

FRENCH III (6 credits; one semester)

HONORS FRENCH III (6 credits; one semester)
This third year language course is offered to students who have successfully completed a level two course. This course expands upon the basic structure and patterns learned in the previous semesters. The emphasis is on the acquisition of practical vocabulary and the understanding and use of the different verb tenses. The target language is used in discussions and conversation and in grammatical explanations. Although students will be expected and required to do a significant amount of preparatory work outside of class, time spent in class on-task continues to be the single most important factor in learning the French language. French food, music and literature will be incorporated into the curriculum to continue to inspire individual interest in the culture. To receive Honors credit a student must take ownership of the course material, complete all homework on time, produce at least one project which demonstrates higher order thinking and participate daily. Expectations for all students are that each student works to the best of their ability and contributes to the class by taking an interest in the deeper aspects of the culture. To receive Honors credit a student must take ownership of the course material, complete all homework on time, produce at least one project which demonstrates higher order thinking and participate daily.

Intermediate Advanced/ Advanced French (6 credits, one semester)
Open to French students who have completed French 1-3
Honors Advanced French is designed to reinforce and expand upon listening, speaking, reading and writing skills, and in general concepts and objectives presented and practiced in prior courses. In addition, authentic Francophone and French materials serve as a point of departure for more sophisticated class discussions, writing assignments and development of vocabulary and critical reading skills. Daily practice in class and focusing on the detailed points of grammar and proper pronunciation are an important part of this course. Each student must take ownership of the course material, complete all homework on time, produce at least one project which demonstrates higher order thinking and participate daily. Expectations for all students are that each student acquires language skills to the best of their ability and contributes to the class by taking an interest in the deeper aspects of the culture. At the advanced level all students are expected to do advanced level work and to pursue an independent interest within the language and culture.

SPANISH

SPANISH I (6 credits; one semester)
HONORS SPANISH I (6 credits; one semester)
Spanish I is offered to students in grades 9-12 who are beginning the study of Spanish language and culture. The course objectives involve building the necessary vocabulary base in order to develop skills for listening, reading, writing and speaking in a second language. Students will build their listening and reading skills through a variety of activities. Eventually, when students have a sizable vocabulary base, they will have the skills to produce language and to communicate in the target language. Time spent in the classroom on-task is the most important factor in making satisfactory progress in Spanish.
In order to receive honors credit, students need to participate in Spanish in class every day.

Students should also be able to create stories and define words by using other vocabulary words in Spanish. In addition, students are expected to complete readings and projects on different aspects of hispanic culture.

SPANISH II (6 credits; one semester)
HONORS SPANISH II (6 credits; one semester)
These courses build upon the basic structures and patterns acquired in Spanish I. Students continue to increase proficiency in the second language by building their vocabulary base. Students are expected to understand the teacher as s/he speaks mostly in the target language in class. Students are expected to communicate in different formats such as through stories and dialogues. Time spent in the classroom on-task is the most important factor in making satisfactory progress in Spanish. Students continue to explore the geography and culture of Spanish-speaking countries. Students in the Honors course are required to demonstrate self-direction and a commitment to complete more challenging work. In order to receive honors credit, students need to participate in Spanish in class every day. Students should also be able to create stories and define words by using other vocabulary words in Spanish. In addition, students are expected to complete readings and projects on different aspects of hispanic culture.

HONORS SPANISH III (6 credits; one semester)
This course builds upon the basic structures and patterns presented in Spanish II. Students must strive to speak only Spanish in class. Students continue to listen to and read stories. Students will be expected to practice conversational strategies in order to develop communicative competence in Spanish. Students will do a variety of activities that will improve their competence in Spanish. These are the vehicles through which they acquire additional vocabulary and grammatical structures. Students will demonstrate proficiency by narrating and writing stories, acting out stories and performing dialogues. Time spent in the classroom on-task is the most important factor in making satisfactory progress in Spanish. Students continue to explore the geography and culture of Spanish-speaking countries.

HONORS SPANISH IV (6 credits; one semester)
This course reinforces and expands listening, speaking, reading and writing skills. This course is completely in Spanish. The student is expected to only speak Spanish. In addition, authentic Latin American and Spanish materials serve as a point of departure for more sophisticated class discussions, writing assignments and development of vocabulary and critical reading skills. Time spent in the classroom on-task is the most important factor in making satisfactory progress in Spanish. Students will also continue developing their reading and critical thinking skills in Spanish with more complex materials. There will be an emphasis on honing student's oral skills at this level.

HONORS SPANISH V (6 credits; one semester)
HONORS SPANISH VI (6 credits; one semester)
Spanish V and VI continue to reinforce and expand listening, speaking, reading and writing skills. However, students are expected to be more precise, to develop better command of the language

structures and concepts presented. Culture and authentic Latin American/Spanish materials continue to be the context in which these skills are practiced. Students are expected to speak entirely in Spanish, participate in sustained discussions and complete a significant amount of homework. Real life situations and studies will enhance the curriculum. Students will demonstrate knowledge of the subjects they study through cultural presentations and projects. Students will demonstrate conversational and written competency in Spanish by working independently and collaboratively to solve problems and accomplish goals.

Electives - Art, Music, Digital Media, Film Studies

1 course in the Arts required to graduate

Mohawk trail offers a wide variety of elective courses so that students can experience new subjects and pursue topics that interest them in greater depth.

All students must fulfill the graduation requirement of taking at least one course in the Arts.
The Arts enrich our lives in many ways and MTRS offers students opportunities to explore creative expression in the visual arts, music, and other forms. Elective courses that fulfill the Arts requirement are marked by the ★ symbol.

Electives Categories: Internships, Music, Visual Arts, Yearbook

Business

The Life of the Entrepreneur (6 credits, one semester)

Entrepreneurs are all around us. They start businesses in every field, from trades such as carpentry and plumbing, to fine art restoration, photography, website design, and cartooning. They open restaurants or farms, create products to sell, resell products online, or flip houses.
In this class we will have frequent special guest entrepreneurs, each representing different fields. We will explore the world of these entrepreneurs by learning about their personal stories, how they started their path of entrepreneurship and what lifestyle benefits they enjoy. Students will learn about market research, product development, the writing of a business plan, and the day to day management of a business. We will gain experience with the accounting tools business owners use, the practical math they encounter, and the tax forms they are required to complete. Each student will develop a business idea and create a detailed business plan.

MUSIC

★CONCERT BAND (3 credits; this course meets every other day for a semester and can be repeated)

Concert Band provides students with learning and performance opportunities on wind and percussion instruments. The primary focus is on the development, continuation, and expansion of basic skills begun in middle school band, with an increased focus on individual performance and more challenging repertoire. In addition to large group ensembles, individual growth and achievement are encouraged through participation in regional honor bands and private lessons. Topics and skills covered are the same as in middle school band, but with increased focus on independence and personal responsibility. Additional topics that may be covered include

composition, improvisation, and musical analysis. **Prerequisites: MS Band, HS Concert Band, or music teacher recommendation- NOT intended for beginners (3 credits; this course meets every other day for the entire year)**

★CONCERT CHORUS (3 credits; every other day for a semester and can be repeated)
Concert Chorus provides students with learning and performance opportunities in vocal music. The primary focus is on the development, continuation, and expansion of basic skills begun in middle school chorus, with an increased focus on individual performance and more challenging repertoire. In addition to large group ensembles, individual growth and achievement are encouraged through participation in regional honor bands and private lessons. Topics and skills covered are the same as in middle school chorus, but with increased focus on independence and personal responsibility. Additional topics that may be covered include composition, improvisation, and musical analysis. **No musical experience is required.**

Performing Arts Studio
Thisclass is meant for singers, instrumentalists, or any type of performer who wants to 'dig deep' into studying their craft. In this class, students will set goals for individual or small group performance and use class time to practice. Students will develop those skills independently & with teacher guidance. On Fridays (every other week), students will perform for each other during 'studio time' and give feedback.

Music Theory and Application
In this course, students will examine the elements of music and describe music through different aspects of music theory. Students will learn the basic properties of music and sound including acoustics, pitch, rhythm, scales, chords, harmony, melody, timbre, and notation. Students will apply these elements in creating their own music according to their interests (songwriting, composition, improvisation, production, etc.)
Prerequisite: some music reading skill (or willingness to learn)

VISUAL ARTS & DIGITAL MEDIA

Introductory Art Classes:
★ FOUNDATIONS IN ART AND DESIGN I (3 credits; this course meets every other day)
This is a hands-on, studio-focused course. Students will solve various 2-D visual challenges using principles of design and elements of art including drawing, painting and mixed media. Students will gain exposure to art worlds and movements, with contemporary and multicultural connections. The emphasis will be placed on broadening understanding of art as a visual language, gaining experience with a variety of tools, techniques, and skills and finding your own voice as an artist. Students will further develop their critique skills and visual literacy, and be able to articulate the driving forces behind their choices in both verbal and written formats.

★ **FOUNDATIONS IN ART AND DESIGN II (3 credits; this course meets every other day, Must complete Prerequisite of Foundations of Art and Design 1 or Art-glish)**

This is an extension of the learning that begins in FOUNDATIONS of ART & DESIGN 1. Students will continue to expand on 2-D skills as well as move into solving various 3-D visual challenges. In addition to drawing and painting, students will potentially use paper-mache, plaster, the artform of assemblage, clay, and wire forms. Students will gain exposure to major ideas in sculpture with contemporary and historical connections. The emphasis will be placed on gaining facility with new materials while also composing art that is personal and meaningful. Studio work is organized around these 3 concepts in sculpture: a) What is form and how do we design in 3-D space? b) various additive and subtractive techniques c) using sculpture to express a message or narrative. Students will further develop their critique skills and individual creative voice, and be able to articulate the driving forces behind their choices in both verbal and written formats.

Photography 1 (3 credits, meets every other day):

Photography 1 is an introduction to the digital camera as an art-making tool designed for students at the beginning level. The course will use digital photography to help students learn and apply the basic elements of art and the principles of design. This course will also provide students with opportunities to extend their knowledge and skills in the field of photography and the use of Adobe Photoshop and Lightroom. Photo 1 will familiarize the student with digital photographic equipment, materials, methods, and processes. Visual problem solving skills are explored through the use of the computer as the main tool for creative expression and communication.

DIGITAL MEDIA ARTS (3 credits, meets every other day)

This class is a project-based introduction to the use of digital media in art making and everyday applications. Students explore content development and design principles through a series of projects involving a variety of cutting edge software and technology to manipulate images, video, graphics, and sound.Through this course, students will learn to use digital media to communicate their ideas and become better prepared to succeed in our ever-changing age of technology. Although general computer experience is recommended, prior knowledge of software is not required.

Intermediate Art Classes:

★ **INTERMEDIATE ART & DESIGN 3 (3 credits; meets every other day)**

Prerequisite: Foundations of Art and Design 1 and 2 or Equivalent 6 credits of Visual Art

This course builds upon prior learning in the Foundations courses and deepens study of technique in various media such as drawing, watercolor and acrylic paint, printmaking, and multi-media art. Students also practice training their focus on thematic projects that explore art as a visual language, connected to our experiences. We will create in both 2-D and 3-D using a variety of materials. The course will follow 4 learning sequences: a) foundational skills for advanced drawing b) Stylistic Explorations in Painting c) Global Cultural Production d) Independent Project.

✯ HIKING & NATURE BASED ART: (3 credits, meets every other day)
Prerequisite: 1 High School Level Art Course or Instructor Permission
Calling environmentalists, artists and anyone who enjoys being outside and wants to learn more about how art and the outdoors are connected. One of our greatest resources in West County is our land. We will spend time getting to know the earth below our feet and experience the many inspiring aspects of the natural environment on our own campus and on local hiking trips meant to awaken our senses and provide inspiration for our work. The course will follow 4 learning sequences: a) Foundational Skills b) Process Work c) Realism, Observation, and Abstraction Techniques d) Personal/Global Themes and Narrative. We will also look at art from today and the past to understand how artists relate to nature and the environment through their work. **Required Materials: Outdoor clothing and hiking shoes or boots for hiking in cold or wet conditions.**

✯CERAMICS (3 credits meets every other day)
Prerequisite: 1-2 High School Level Art Classes
Learn how to make functional and sculptural pieces out of clay! We will use handbuilding techniques to create various vessels and art pieces while learning how to craft in the medium of clay. We will build using pinch pot, coil, slab and other hand-building techniques. Our class will travel to Molly Cantor's studio, The Handle Factory, in Buckland to fire and glaze our work. Come try this fun, global, and time-honored artform and learn how to create original pieces you can use everyday.

✯PHOTOGRAPHY 2 (3 credits meets every other day)
This is an advanced digital photography course for students who have completed Photography 1. Students will build upon their skills in Adobe Photoshop while practicing their digital photography camera skills and techniques learned in the beginning course. The course focus will include both image capture techniques and post processing techniques in the digital lab. The projects will be both fine art and commercial art based. The students will explore studio and on location lighting techniques to enhance their photography in the fields of commercial art, advertising and product photography, portraiture, fashion, nature and landscape, photojournalism, lifestyle, documentary and fine art.

✯MULTIMEDIA JOURNALISM (6 credits, one semester)
This course will allow students to learn the techniques of news gathering, writing, and editing. Other formats explored will be modern multimedia and social media for storytelling, which includes photography and video, web production. and print. Students will work in teams using critical thinking skills to conceive, develop, report and produce projects on a variety of topics. Students' reporting may take the form of a newspaper, podcast, or morning news show. The work is largely project-based, requiring both independent work and group management skills for success — a critical career skill in an ever-evolving work environment.
This course is co-taught and may satisfy English or Art elective credits.

Advanced Art Classes:

ART TEACHING ASSISTANT: By permission of the Instructor.

ART INDEPENDENT STUDY: Individualized study in visual art for students interested in rigorous and in-depth investigation of a particular thematic focus. By permission of the Instructor.

★ ADVANCED STUDIO/ CONTEMPORARY ART (3 credits; this course meets every other day)
This advanced course is designed to explore the issues and problems that drive today's artists and YOU are the main subject! How do artists share their story and perspective? How do artists respond to the world around them? How are artists part of articulating a new vision for the future? How are artists involved in social, political, environmental, and global issues? How can we, as image makers harness the possibilities of art to engage with matters of importance to us personally? What does it take to be a critically engaged artist? These are some of the questions we will pose and explore as we learn about art through the lens of sustained focused on a theme of importance. Over the semester you will design and create a collection of artwork based on ***your own*** contemporary ideas and creative drives. This course requires students conduct independent research, participate fully in all discussions, and be able to hold respectful dialogue (something we will actively practice). Students will further develop their critique skills and individual creative voice, and be able to articulate the driving forces behind their choices in both verbal and written formats. **Required Materials: Sketchbook with blank pages that can open flat.**

(For students in grades 10-12)

YEARBOOK (3 credits; this course meets every other day for a semester)
Yearbook is a production -based elective course that creates the school's yearbook. Because the staff is solely responsible for the content, design, layout, and sale of the book, students who choose to be a part of this business must ensure that it runs efficiently and effectively. Staffers must be cooperative, punctual, professional, creative, and productive. Students are responsible for taking digital photos, conducting interviews, managing clerical operations, making announcements, maintaining signage, and composing, designing, and editing all elements of text, graphic art, and digital photography layouts. This course requires students to be available outside of regular class hours to attend sporting events, student activities, etc. Students are expected to be organized, motivated, and possess strong reading and writing skills upon entering the class.

INTRODUCTION TO FILM STUDIES (6 Credits)
If you are interested in film, this course is designed for you. Through the study of selected films and readings, lectures, class discussion, and written assignments, you will learn how to recognize and analyze film language (editing, cinematography, sound, special effects, etc.). You will study how technology was invented for motion pictures and how it led to the film industry otherwise known as "Hollywood." By the end of the semester, you will have a solid understanding of the formal

elements used (narrative, mise-en-scene, cinematography, sound and editing) to create, and produce a short film clip.

Senior Capstone Program

SENIOR CAPSTONE SEMINAR (6 credits, one semester) (C = presentation skills)
This course is a graduation requirement.
The Senior Capstone course is a culminating academic experience that takes place during the fall semester. All seniors take the course and learn how to direct their own learning on a topic of their choice to encourage you to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, and goal setting—i.e., skills that will help prepare you for college, modern careers, and adult life! Capstone projects also encourage students to connect their learning to community issues or problems, and to integrate outside-of-school learning experiences, including activities such as interviews, scientific observations, creative events or internships. Over the course of the semester students propose, design, research, execute, present, and reflect on their project. All students also take part in the Capstone Presentation Event which is attended by the community at large. This is a team-taught course with a number of faculty directly involved.

Academic Support Center

ACADEMIC SUPPORT CENTER
(3 credits; this course meets every other day for a semester)
(6 credits; this course meets daily for a semester)
The Academic Support Center is a course provided to students who have Individual Education Plans. This course is provided everyday or every other day depending on the student's need. In order to provide a supportive structure for ALL students and provide students with skill-building and daily Academic Support that IEP plans require, time in class will be devoted to skill-building activities related to individual IEP goals, such as computer-based assignments, discussions, pre-teaching and reinforcing information from their content area classes whenever possible. Some portion of the class period will also be a supported, structured study to help assist students with current course assignments.

Dual enrollment through Greenfield Community College

Dual Enrollment at Greenfield Community College (GCC)

Academically eligible junior and senior students can take courses at GCC. The student and family are responsible for transportation to GCC. The credit earned is transferable and applicable to Mohawk Trail graduation requirements but will not be included in the student's grade point average. Mohawk Trail will accept additional credits a student earns from GCC beyond this one course but the student and family are responsible for the tuition, fees, books and transportation associated with additional courses. Please consult with the Guidance Counselor when planning what courses to take.

Internship Program

Internship Programs (C = based upon internship)

Mohawk Trail offers a limited number of selective internship opportunities within the school and some internship sites in the community. The purpose of the program is to provide juniors and seniors with the opportunity to explore and experience specific careers prior to moving on to work and/or post-secondary education and training. To be placed in an internship, a student must demonstrate a strong work ethic, an ability to work independently, and reliability. **Internship credits are elective and cannot be used to fulfill core academic requirements.** Internships are based on the availability of appropriate placement sites. Internship placements must be fully established prior to the start of a semester. Interested students should consult with their guidance counselor at least one month prior to the semester in which they intend to engage in the internship to discuss the process and their interest. Students in internships will be assessed using the Massachusetts Work-Based Learning Plan to identify and rate relevant workplace skills and qualities. For fall internships, students need to meet with their guidance counselor the spring prior. Applications and additional information are available in Student Services. See the section on Internships in the Electives chapter. Students who wish to be considered as Teaching Assistants or to work in other school settings (such as the library) need to make arrangements with the educator with whom they wish to work and submit a Teaching Assistant proposal.

Internships 2021-2022

Trailside Veterinary Clinic
Firehouse Design & JPH Building
Rowe Elementary
BSE Elementary
MTRS Communications

Work Experience Program

Work Experience (C=work skills)

Mohawk Trail is in the process of developing a work study credit program for upper level students who meet the requirements. Please consult with your guidance counselor for additional information. This opportunity is a mutual effort between the students, employers, and The Mohawk Trail Regional School to provide work opportunities that allow students to earn credit for part-time employment, gain skills, and discover areas of career interest. This program requires that the student be currently employed and actively working through the school week. The student will be evaluated by their site supervisor and the School Guidance Counselor based upon the work based learning guidelines identified by the state of Massachusetts. Students must fill out a work-based learning plan each semester they intend to work and earn credit. This plan highlights the skills students will gain through their employment. This program can provide juniors or seniors to be released from school during one block to attend work and complete their required mandatory hours (concurrent with credit for a class). Students cannot use work study to graduate early. **Work experience credits are elective and cannot be used to fulfill core academic requirements.**

Independent Study Program

Independent Study (C = presentation skills)

Students may submit an application for consideration to pursue an independent study project under faculty supervision. **Independent Study courses are awarded pass-fail elective credit and may not be used to fulfill graduation requirements in core academic areas.** Students should consult with their guidance counselor and fill out an Independent Study Proposal form **before** the beginning of the semester. In general, students are advised to pursue subjects of independent study inquiry through the Senior Capstone Seminar, but thoughtful and thorough proposals from younger students will be considered. These courses are designated with UD (for Uniquely Designed) next to the course number on the transcript.

Scholars as Athletes

NCAA Eligibility Center

The NCAA, or National Collegiate Athletic Association, was established in 1906 and serves as the athletics governing body for more than 1,300 colleges, universities, conferences, and organizations. The NCAA is committed to the student-athlete and to governing competition in a fair, safe, inclusive, and sportsmanlike manner. The NCAA Eligibility Center certifies the academic and amateur credentials of all college-bound student-athletes who wish to compete in NCAA Division I or II athletics. Colleges in Divisions I and II may offer athletic scholarships, while Division III colleges and universities may not. To assist with this process, the Eligibility Center staff fosters a cooperative environment of education and partnership with high schools, high school coaches, and college-bound student-athletes. Ultimately, the individual student-athlete is responsible for achieving and protecting his or her eligibility status. **Consult with your guidance counselor to determine which Mohawk Trail courses have been approved by the NCAA Eligibility Center as core academic courses and to begin the eligibility process by the beginning of your sophomore or junior year.**