

Drury High School

Program of Studies

GRADES 7-12



2024-2025

"Empower All Learners"

Mission and Beliefs: Mission and Vision:

At Drury, we empower students to take ownership of their educational experience through agency and action. We believe in productive communication, collaboration and compassion. We encourage every student to be their authentic self. Our vision is to cultivate a sense of belonging that celebrates diversity, ensures equitable opportunities and experiences for all students, and prepares students to succeed in a constantly changing global society.

North Adams Public Schools

SCHOOL COMMITTEE

Mayor Jennifer Macksey, Chairperson, David Sookey, Vice Chairperson
Richard Alcombright, Cody Chamberlain, Emily Daunis, Tara Jacobs, Alyssa
Tomkowicz

ADMINISTRATION

Superintendent of Schools	Dr. Barbara Malkas
Director of Student Support Services	Thomas Simon
Principal of the High School	Stephanie Kopala
Director of Curriculum & Instruction	Krista Gmeiner
Dean of Students	William Bryce
Special Education Coordinators	Cathrine Salvini, Michelle Darling
Family Outreach and Court Liaison	Kellie Lahey
Humanities Team Leader	Allison Bergeron
7/8 Academy Team Leader	Donald Collingsworth
STEM Team Leader	Angela Quinto
Arts & Movement Team Leader	Amanda Hartlage
Head Guidance Counselor	Kathy Morgan
Athletic Director	Jeff Puleri

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GENERAL GUIDELINES FOR REGISTRATION

Before selecting courses for the next school year, there should be a careful study of the offerings by students. It should be noted that the official Drury High School position is to encourage as many students as possible to take the most rigorous courses throughout their high school career to best prepare for college and career.

Students will have opportunities to choose course offerings from a variety of career pathways. Drury High School will prioritize student enrollment in courses that meet the MassCore requirement.

1. All students in Grades 7-12 must enroll in a minimum of four periods of instruction per semester.
2. Subject teachers and guidance will help the students make decisions about moving up to Honors or Advanced Placement when appropriate and which course offerings would best fit their career goals.
3. Course Request forms should be completed electronically during the scheduling/request process per school instructions.

NONDISCRIMINATION POLICY

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

ACADEMIC REQUIREMENTS

STUDENT CLASSIFICATION

Grades 7/8 students must take the required ELA and Mathematics MCAS Exams during their 7th and 8th grade years, and the required Science MCAS during their 8th grade year. Scores on MCAS and other district assessments, such as i-Ready, will assist school officials in appropriate course placement for students for the following academic school year. ***Students enrolled in Grades 7/8 must meet the prerequisite requirements of passing all their courses with a minimum average of D-.*** Students who do not meet the prerequisites may not move on to Grade 8 or Grade 9 courses. Students may participate in a summer program specifically designed for academic skill building and remediation should they not meet the prerequisite to move to Grade 8/9. Students who successfully complete the summer program will become eligible to move to 8th or 9th Grade.

Credits for high school graduation will begin to accrue during a student's 9th grade year. Students enrolled in Grade 8 and "place into" advanced courses will receive credits towards graduation. Under current policy, a student must receive a passing grade in six (6) courses (totaling a minimum of 6 credits) to be listed as Grade 10. Thirteen (13) credits are required to be listed as Grade 11. Nineteen (19) credits are required to be listed as Grade 12. Twenty-six (26) credits are the minimum required for graduation.

Students who do not attain a Meeting Expectations on their Grade 9 Biology, Grade 10 ELA and Math MCAS exams will be required to complete an Educational Proficiency Plan and specific course work in the subject areas of ELA, Science and Math in order to be eligible to earn their high school diploma. All students are *highly encouraged* to complete the recommended Massachusetts Department of Elementary and Secondary Education High School Core Program of Studies (MassCore).

CLASS LOAD

All students in Grades 7-12 must enroll in a minimum of four periods of instruction per semester. Each student must take physical education unless excused by a physician. If excused, an alternative assignment will be provided or physical education will have to be made up at a later date.

GRADUATION REQUIREMENTS**

SUBJECT AREA (Grades 9-12)	MINIMUM COURSES	MINIMUM CREDITS
English	4	4
Social Studies*	3	3
Mathematics+	4	4
Science	3	3
Physical Education/Health++	1	1
Visual & Performing Arts	1	1
Electives	10	10
TOTAL	26	26

*Successful completion of credits in both United States History and World History

+Students who do not score Meeting Expectations on the 10th Grade Math MCAS ***MUST PASS a fourth year of Math.*** As noted above, all other students must take a 4th course in mathematics for admission to college.

++The requirement of the Physical Education/Health credit may be waived for students enrolled in approved after-school athletics or a movement-intensive elective class (such as Marching Band or Theater Arts) at the discretion of the administration.

**Note: *Graduation Requirements may be subject to change based on Massachusetts Department of Elementary and Secondary Education Guidelines, Federal Mandates, and changes in school and/or district staffing.*

SUGGESTED COURSEWORK FOR STUDENTS GRADE 9-12

IMPORTANT NOTES:

1. The minimum number of courses a student must be enrolled in is eight (8) for students in grades 7 - 12.
2. Some courses are designed as semester courses, however both Fall & Spring semester courses must be chosen at the time of registration. Full year courses usually grant two credits while semester courses usually grant one credit.
3. A course may be canceled at the discretion of the high school principal.
4. Students enrolled in a designated Advanced Placement course are required to take the exam. Students enrolled in Advanced courses have the option to take the exam.
5. Any students withdrawing from the course after the Add/Drop period will receive a W/F (withdrawal failure).
6. Any student missing 9 days per semester or eighteen days in a year long course will receive an FA or failure due to absences.

ELIGIBILITY FOR INTERSCHOLASTIC ATHLETICS

Students who wish to participate in interscholastic athletics should review the requirements as printed in the student handbook. If a student has questions, he/she should contact the athletic director, athletic coordinator, or appropriate guidance counselor.

EARLY GRADUATION

Within the elective curriculum at Drury High School, it is possible for a student to complete high school requirements in less than four years. Students who apply for early graduation and are approved **will not be eligible** for valedictorian or salutatorian regardless of class rank. **Note: students must score Exceeding Expectations on their ELA, Math, and Science MCAS exams to be eligible to apply for early graduation.**

APPLYING FOR EARLY GRADUATION*

If a student desires early graduation, the following requirements must be fulfilled:

1. A written request to the high school principal must be submitted by Sept. 8th of the student's junior year. This must include: (a) a statement of approval from parent/guardian, (b) a written plan for education/work in the year after completion date, (c) a written recommendation from the student's guidance counselor, including the planned course sequence necessary to achieve early graduation.
3. No incomplete grades or academic failures exist on the student's permanent record over the past two consecutive semesters.
4. The student's current academic average for all semesters at Drury must be above a B (3.0).
5. The student must successfully complete at least one dual enrollment or early college course in addition to all Drury coursework prior to graduation.
6. All state and local graduation requirements must be completed.

*The school administration reserves the right to approve other circumstances for early graduation on a case-by-case basis.

EARLY COLLEGE

Drury High School is one of two high schools in the state of Massachusetts designated as an Early College High School that offers “wall to wall” early college, meaning that all students beginning in 2027 will have the opportunity to earn at least thirty college credits before they graduate. Students will be offered courses in the following pathways: Liberal Arts, Education, Health Science, and Information Technology.

Beginning in the fall of 2023, Drury students in grades 9-12 have the opportunity to earn at least 27 college credits from our collegiate partner Massachusetts College of Liberal Arts by taking courses in the Humanities and STEM fields on the Drury Campus. In order to prepare for this advanced coursework, students in grades 7 and 8 will take several metrics including but not limited to i-Ready assessments, district assessments and MCAS that will allow them to prepare for the credited opportunities at the high school.

Courses are offered at Drury High School (concurrent courses) and at MCLA (on-campus courses) and are outlined on the next three pages.

CONCURRENT COURSES (college credits indicated):

ENGL 150 College Writing II 3 cr Emphasizes college-level writing, reading, research and revision practices necessary for 21st century academic and civic engagement. Teaches students to use a variety of genres, rhetorical techniques, and sources of evidence to reach academic and civic audiences.

Prerequisite: ENGL 100 Attributes: Critical Reading, Thinking, Writing (CWR)

ENGL 151 Fundamentals of Literary Studies I 3 cr Introduces students to the imaginative potentials of reading as a practice that transforms our understanding of the world.

HIST 104 Modern World Civilization 3 cr Provides an introductory historical survey of the major events, ideas and people which have shaped world civilizations since 1500, the beginning of the modern era of history. Takes a comparative, interdisciplinary, and non-Eurocentric approach to historical analysis emphasizing diversity and global awareness. Attributes: Core Human Heritage (CHH)

MATH 232 Introduction to Statistics 3 cr Examines descriptive statistics, probability, sampling theory and inferential statistics. Mathematics majors cannot use this course for credit towards their major. Attributes: Quantitative Reasoning

BIOL 105 Human Biology 3 cr Provides the non-major with the knowledge about the structure and function of the human body. Students will develop the ability to critically evaluate a large number of issues in this field, as presented in scientific publications and the news media. Students will gain a foundation essential for making knowledgeable decisions regarding quality of life. Students will be encouraged to share experiences based on their own culture and gender. Attributes: Core Science & Tech w/o lab (CST)

MATH 150 Precalculus 3 cr Introduces topics necessary for the study of calculus. A detailed study of algebraic, trigonometric, exponential and logarithmic functions and equations, and their applications to modeling real world problems. Topics are considered from analytical, graphical and numerical points of view. Prerequisite: Placement based on SAT scores and high school background Attributes: Quantitative Reasoning (CMA)

HIST 113 United States History to 1877 3 cr Focuses on the development of American political, economic, social, philosophical, and cultural values and institutions from Colonial beginnings up to 1877. Sufficient emphasis will be placed on the Massachusetts and Federal Constitutions to meet the state requirement. Attributes: Core Human Heritage (CHH)

HIST 114 United States History after 1877 3 cr Focuses on the development of American political, economic, social, philosophical, and cultural values and institutions from 1877 to the present. Sufficient emphasis will be placed on the Massachusetts and Federal Constitutions to meet the state requirement. Attributes: Core Human Heritage (CHH)

ART 116 Studio Art & Society 3 cr Focuses on potential impacts of visual arts in both societal and personalized contexts through the introduction and understanding of basic studio art techniques, first-hand art experiences, research and writing. Students will be required to explore image-making, as well as writing, to express original ideas and to enhance critical thought, observation, and analysis.

CHEM 150 Introduction to Chemistry I 4 cr Studies chemical principles, theories, laws and their applications. Topics include electronic and nuclear behavior, periodicity, stoichiometry, structure and bonding. Teaches laboratory techniques through the performance of experiments related to the above topics. **Corequisite:** CHEM 150L (the lab section of the course) **Attributes:** Core Science & Tech w/lab (CSTL), Environmental Studies (ENVI)

EDU 269 Education and Society 3 cr Studies the role of education as an institution in our society, the world and their lives. Through the use of a wide variety of sources, students will become aware of the people and the historical events that played a role in the development of educational practices and issues, and will be able to compare the myths to the realities of this major institution.

FALL 2023 ON MCLA CAMPUS OFFERINGS:

PSYC 100 Introduction to Psychology 3 cr Introduces students to the science of psychology, presenting the basic principles of mental processes and behavior. To introduce the process of empirical investigation, research participation is required. Attributes: Core Self & Society (CSS)

SOCI 100 Introduction to Sociology 3 cr Introduces the history, major concepts, and methods of sociology. Examines elements of social organization, sociological analysis of groups and relationships between major institutions of society. Emphasizes the idea of the sociological imagination and its application to contemporary issues. Attributes: Cross-Cultural and Social Justice (CCSJ), Core Self & Society (CSS)

SOWK 100 Introduction to Social Work 3 cr Studies the history of social welfare in America, major current social welfare programs, the profession of social work, social service settings and the social work methods of casework, group work and community organization.

HLTH 150 Introduction to Community and Public Health 3 cr Introduces the fields of Public Health, Health Education and Health Promotion. Topics will include the history of public health, health status, health care philosophy, health and wellness, chronic and infectious diseases, health-related behavior, health theories and program models. Students will learn to use library databases and write a review of health-related literature. A service learning component will allow students to establish projects and relationships that will benefit the community. Attributes: Core Self & Society (CSS)

PHED 215 Lifetime Wellness 3 cr Helps students develop a set of health behaviors that constitute what is generally considered to be a high energy lifestyle. These behaviors stress responsibility for one's health. Areas covered are physical fitness, nutrition and weight control, stress management, substance abuse, sexually transmitted disease and chronic disease. Attributes: Core Health and Wellness (CHW)

HIST-260 Superheroes and American Society 3 cr Superheroes and American Society: Explores the history of superheroes and how comic books have helped to reflect and shape American society and popular culture since the 1930s. This course draws on the vast collection of comic book superheroes from Marvel Comics as well as readings from scholarly articles, books, and other resources.

****The following Fine & Performing Arts courses will be offered to students who meet the prerequisite academic requirements in the specific content area.**

MUSI 251 Introduction to Music 3 cr Provides a general historical survey of music and introduces basic music theory. The objective of the course is to help students become conversant in the styles and genres of music in the history of western civilization. Popular music styles are discussed in their historical context as well as for their influences on contemporary culture. Attributes: Core Creative Arts (CCA)

THEA 120 Introduction to Theatre 3 cr Surveys historical development of world theatre emphasizing western dramatic tradition. Introduces a broad range of theatrical literature and theory within its historical context.

Includes class discussions and writing assignments, as well as viewing of live theatre, panel discussions, and critical response sessions. Attributes: Core Creative Arts (CCA)

THEA 220 Introduction to Acting 3 cr Sets foundation for the integrated voice, movement and acting training sequence. Draws from diverse sources to develop the actor's instrument and its potential for stage performance. Beginning with non-verbal exploration and movement study, students progress to character exercises with text. Designed to increase body awareness, expand flexibility and control, reinforce acting vocabulary and theory, and promote understanding of the demands of creating dynamic characters for stage performance. *Prerequisite: THEA 120*

(CMA) AMGT 130 Introduction to Arts Management 3 cr Introduces the historical development of arts management through a survey of patronage, artist/manager, nonprofit and commercial management systems. Lectures and readings will concentrate on the major areas of interest for marketing and fiscal management of individual and collective artists. Attributes: Core Creative Arts (CCA)

COLLEGE COURSES AT BCC

DUAL ENROLLMENT through BERKSHIRE COMMUNITY COLLEGE (BCC)

Berkshire County high school seniors, who are Massachusetts's residents, may enroll in one BCC credit course, free of charge, per semester. BCC will waive tuition and fees. Students will only pay for books and transportation. Students may take any course, at BCC's main campus, South County Center, or at McCann High School, including on-line offerings, for which they meet the prerequisites. If the student does not meet the prerequisite, the student may register for the class that is needed to meet the prerequisite if space is available. Guidance counselor approval is required and a form needs to be filled out regarding course selection. Signatures are needed on the form from the student, parent/guardian, and guidance counselor.

The benefits of college courses through BCC include:

- Students earn college credit at no cost.
- Students enroll in a future college course that can be transferred to another school, or start on a BCC degree.
- Students prepare for the rigors of a college level class and environment.
- Students explore new opportunities in an academic field of their interest.
- Students strengthen their high school transcript and college application.

PROGRAM REQUIREMENTS:

- Must be a high school junior or senior
- Candidates for BCC must be students in good standing with a minimum GPA of 2.7
- Guidance Counselor recommendation

For more information, contact your guidance counselor.

COLLEGE AND CAREER READINESS PROGRAM

An overarching goal of Drury High School is to help prepare students for immediate academic success throughout their high school years, as well as preparing students for their future beyond high school. Our College and Career Readiness Program is designed to aid students in the exploration of planning for life opportunities after their high school years. Such training includes preparing students for their future roles as:

- Citizens and leaders
- Community and family members
- Employees and business owners
- Successful College students

The mission of Drury's College and Career Readiness Program, in alignment with The Massachusetts College and Career Readiness initiative, is to assist students in successfully navigating the postsecondary and college/career planning process. Key components of the College and Career Readiness Program offered through Drury High School include:

- [College Readiness Honors Pathway](#) (click the link for sample schedules)
- Work-based learning plans
- Internships – Paid or Unpaid
- Job Shadowing
- Service Learning Projects
- Naviance
- Career Speakers
- Student Ambassador Program
- College Admissions Representatives
- Summer Work Opportunities

During the scheduling process* students should select courses which will enable them to prepare for their post-high plans (post-graduate program, entering the workforce, entering the military, two-year college, four-year college, etc.). Career Pathways is a broad category that encompasses numerous occupations or job titles sharing a common theme. This broad theme gives students a context for connecting what they are learning across a wide spectrum of academic subject areas. Thus, the common question asked by students, "*What does this have to do with my future?*" can be addressed.

Specific benefits of student involvement in the College and Career Readiness program include:

- Establishment of relationships between students, worksites and Drury High School
- Exposure to activities that inform students in grades 8-12 of the vast opportunities available to them after Drury High School
- Basic Training and Career Exploration
- Preparation for a successful transition from high school to work or college

In addition, a School-to-Career team of faculty and staff are committed to providing support, opportunities, and guidance to all students as they explore options for future career goals.

SPECIAL EDUCATION

All students at Drury High School shall be provided a quality, inclusive education that assures full and meaningful access to the general education curriculum. Inclusive education requires support services as needed, modified curriculum, accommodating special and regular education teachers and supportive parents working cooperatively with the school. High expectations for all students and a commitment to a specific set of learning goals and standards that are clear, understood, and implemented is the shared vision of the Drury High School Special Education Department. For more information, see the section in the Program of Studies entitled Transitional/Vocational Program.

Special Education services at Drury High School have been developed under the auspices of P.L. 94142, Education for All Handicapped Children Act and Chapter 766, comprehensive Special Education Law of Massachusetts. Under these laws, students with special education needs are entitled to services and programs that will assist them in realizing their educational potential and improving their quality of life. It is the aim of this department to assist students in attaining their goals.

ENGLISH LANGUAGE LEARNER PROGRAM

The North Adams Public School District offers an English Learner Education Program to students who qualify for the program at Drury High School. A sheltered English instruction/immersion program (SEI) is the model used to provide appropriate, quality education to students who are identified as Limited English Proficient (LEP). Drury High School is committed to provide high quality *and* equitable instruction to students with a first language other than English.

The mission of English Learner Education (ELE) is to prepare students to become competent learners, able to communicate successfully in English and in all aspects of their school academic life, by providing comprehensible Sheltered English Instruction. For more information on the ELE Program, contact the Director of Curriculum and Instruction.

ONLINE LEARNING: EDGENUITY

There are additional online learning opportunities at Drury High School using the Edgenuity platform in the Learning Lab. Online learning can be used for credit recovery or credit acceleration at the discretion of the administration. All online courses used in the program align with the Massachusetts Curriculum Frameworks, and such courses are designated with a letter code instead of the course code on the student transcript (e.g. "MATH9" instead of "148"). The expectation is that online courses would be completed during school time, although additional work may be completed at home if appropriate internet access is available. For more information about the online learning program, contact the Director of Curriculum & Instruction. A list of available online courses are located in [Appendix B](#).

SUMMER PROGRAMMING

Drury High School also offers a variety of summer options each year, pending grant funding. More information on summer offerings will be provided to families in the spring of each year.

ALTERNATIVE PATHWAYS TO GRADUATION

In addition to the traditional pathway toward graduation, which includes eight scheduled periods per year and may or may not include online courses and dual enrollment classes, selected students who have not been successful in the traditional full-day setting at Drury High School may be identified by the Student Support Team and invited to pursue an alternative pathway to graduation which may include the following options:

1. Modified schedule at Drury High School, with a targeted internship opportunity or flexibly scheduled online classes, or a combination of both. Online coursework performed outside of Drury is ONLY available to students with medical documentation where they are not physically attend school.
2. The Positive Pathways Program, a substantially separate program housed on the Drury campus, allows identified at-risk special education students an opportunity to work in a small group, competency-based program with an emphasis on literacy and STEM instruction. Students in this program work closely with staff to demonstrate proficiency in the essential literacy and STEM competencies based on the Common Core Standards and Massachusetts Framework Standards. Students also work closely with a full time counselor on social skills and college and career readiness planning. Students are also expected to demonstrate proficiency on essential social emotional competencies as well. Once students demonstrate proficiency, students may take some traditional courses at Drury.

INDEPENDENT STUDY PROGRAM

On rare occasions a student may participate in independent study. Independent study is designed for a student who is in good academic standing, exhibits high levels of self-motivation, responsibility, maturity, diligence and attention to details. A records review (attendance, grades, etc.) of the student's preceding years will also be taken into account when considering a student for independent study. For a student to enter into independent study the student must work with a teacher to formulate in writing a course showing all the attributes normally associated with coursework at Drury High School. The Principal, who will review the written application before any work can begin on the independent study course, will grant final approval of the course. Independent study is not designed for students to make up failed classes.

Independent study courses will normally be graded on a pass/fail basis. Students may receive a grade on the 0-4 point GPA scale if the following conditions are met:

1. The student requests in writing that they be graded numerically. This request must be received no later than three weeks from the start of class.
2. The teacher agrees in writing to the request.
3. The teacher and the student agree on specific criteria that the student will attain in order to receive a specific grade. These criteria may include but are not restricted to: tests, quizzes, projects, class participation and final exam. Appropriate rubrics will be attached.
4. The Principal or his or her designee agrees.

COURSE DESCRIPTION DEFINITIONS

Level: Indicates course level and bonus points toward class rank calculations, if any.

CP = College Preparatory

H = Honors

AP = Advanced Placement

EC = Early College (credit through MCLA)

DE = Dual Enrollment (credit through BCC)

Course Type: Indicates if the course is required, optional, or used as a skills intervention opportunity.

Credit: Indicates the amount of credit and credit type for the course.

Course Length: Indicates the duration of the course (Quarter, Semester, or Year-Long).

Prerequisite: Indicates the conditions that must be met in order to enroll in the course.

GRADES 7/8 CORE COURSES



**DRURY
HIGH SCHOOL**
North Adams Public Schools

Course Name: Grade 7 English	Course Number: ELA7
Level: College-Prep	Credit(s): no HS credit
Course Length: Year-Long	Course Type: Traditional
<p>Course Description: Grade 7 English is designed to help students improve the language skills needed to be successful critical thinkers as they prepare for high school academic expectations. Students will encounter authors' perspectives as they read literature from across times periods and cultures. Students will form their own point of view through conversations and collaborative activities designed to expand their thinking. As they engage with literature and activities, they will develop their voices as writers and understand and respond to the perspective of their peers in an academic manner.</p> <p>In each unit of study, students will read classic and contemporary fiction and non fiction texts which will be paired with multimodal selections to extend student understanding of a topic or concept.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● Develop literacy skills by: <ul style="list-style-type: none"> ○ Reading and analyzing literature ○ Reading and analyzing informational texts ○ Develop academic communication skills ○ Writing for comprehension ● Develop writing skills by: <ul style="list-style-type: none"> ○ Develop student voice as a writer through personal narratives. ○ Analyzing exemplar texts for craft and structure ○ Express claims using supporting evidence from research texts ○ Present ideas and concepts in an academic manner through organization and analysis of relevant content 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● <i>MyPerspectives: Grade 7, Common Core Grades 6-8.</i> Savvas Learning Company, 2017. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Unit and Benchmark Exams <ul style="list-style-type: none"> ○ Based in focused standards ● A portfolio of full length writing assignments <ul style="list-style-type: none"> ○ Narratives ○ Expository <ul style="list-style-type: none"> ■ Argument/ Opinion ○ Informational ○ Standards based projects and presentations 	



Course Name: Grade 8 English	Course Number: ELA8
Level: College-Prep	Credit(s): no HS credit
Course Length: Year-Long	Course Type: Traditional
Course Description: Grade 8 English is designed to help students improve the language skills needed to be successful critical thinkers as they prepare for high school academic expectations, continuing to build skills and knowledge learned in Grade 7. Students will encounter authors' perspectives as they read literature from across times periods and cultures. Students will form their own point of view through conversations and collaborative activities designed to expand their thinking. Additionally, students will learn to make a defensible claim as well as analyze their ideas with appropriate evidence to support their claim. As they engage with literature and activities, they will continue to develop their voices as writers and understand and respond to the perspective of their peers in an academic manner. In each unit of study, students will read classic and contemporary fiction and non fiction texts which will be paired with multimodal selections to extend student understanding of a topic or concept.	
Course Outcomes: Students will: <ul style="list-style-type: none">● Develop literacy skills by:<ul style="list-style-type: none">○ Reading and analyzing literature○ Reading and analyzing informational texts○ Develop academic communication skills○ Writing for inferencing● Develop writing skills by:<ul style="list-style-type: none">○ Develop student voice as a writer through expository writing○ Analyzing exemplar texts for craft, structure, and author's purpose○ Express claims using supporting evidence from research texts including counterclaims○ Present ideas and concepts in an academic manner through organization and analysis of relevant content	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>MyPerspectives: Grade 8, Common Core Grades 6-8.</i> Savvas Learning Company, 2017.	
* All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit and Benchmark Exams<ul style="list-style-type: none">○ Based in focused standards● A portfolio of full length writing assignments<ul style="list-style-type: none">○ Narratives○ Expository<ul style="list-style-type: none">■ Argument/ Opinion■ Informational○ Standards based projects and presentations	



Course Name: Grade 7 Math	Course Number: MATH07
Level: College-Prep	Credit(s): no HS credit
Course Length: Year-Long	Course Type: Traditional
Course Description: Grade 7 Math is designed to provide students with rich opportunities to build understanding of important new mathematical concepts and develop fluency with key skills as described in the Massachusetts Mathematics Curriculum Frameworks. It is also designed to provide students with multiple opportunities to demonstrate progress and/or achieve grade-span (grades 6-8) mastery of the Standards for Mathematical Practice. <i>Major Course Content:</i> <ul style="list-style-type: none">● Integers and Rational Numbers● Analyze and Use Proportional Relationships● Analyze and Solve Percent Problems● Generate Equivalent Expressions● Solve Problems Using Equations and Inequalities <i>Supporting/Additional Content:</i> <ul style="list-style-type: none">○ Use Sampling to Draw Inferences About Populations○ Probability○ Solve Problems Involving Geometry	
Course Outcomes: Students will: <ul style="list-style-type: none">● develop understanding of and apply proportional relationships.● develop understanding of operations with rational numbers and work with expressions and linear equations.● solve problems involving scale drawings and informal geometric constructions, and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.● draw inferences about populations based on samples.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>iReady Classroom</i>. Curriculum Associates. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● iReady diagnostic exams● Benchmarks: Midterm Exam and Final Exam	



Course Name: Grade 8 Math	Course Number: MATH08
Level: College-Prep	Credit(s): no HS credit
Course Length: Year-Long	Course Type: Traditional
Course Description: <p>Grade 8 Math is designed to provide students with rich opportunities to build understanding of important new mathematical concepts and develop fluency with key skills as described in the Massachusetts Mathematics Curriculum Frameworks. It is also designed to provide students with multiple opportunities to demonstrate progress and/or achieve grade-span (grades 6-8) mastery of the Standards for Mathematical Practice.</p> <p><i>Major Course Content:</i></p> <ul style="list-style-type: none">● Real Numbers● Analyze and Solve Linear Equations● Use Functions to Model Relationships● Analyze and Solve Systems of Linear Equations● Congruence and Similarity● Understand and Apply the Pythagorean Theorem <p><i>Supporting/Additional Content:</i></p> <ul style="list-style-type: none">○ Investigate Bivariate Data○ Solve Problems Involving Surface Area and Volume	
Course Outcomes: <p>Students will:</p> <ul style="list-style-type: none">● formulate and provide reasoning about expressions and equations by:<ul style="list-style-type: none">○ modeling an association in bivariate data with a linear equation○ solving linear equations and systems of linear equations.● understand the concept of a function and use functions to describe quantitative relationships.● analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence.● demonstrate understanding of and applying the Pythagorean Theorem.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>iReady Classroom</i>. Curriculum Associates. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● iReady diagnostic exams● Benchmarks: Midterm Exam and Final Exam	



Course Name: Grade 7 Science	Course Number: SCI07
Level: College-Prep	Credit(s): no HS credit
Course Length: Semester	Course Type: Traditional
Course Description: Science 7 uses the OpenSciEd curriculum to provide students an opportunity to experience phenomena-based instruction and problem solving. OpenSciEd courses allow students to collaborate, problem solve, and investigate their own questions while learning science content. Questions explored in Science 7 include: <ul style="list-style-type: none">• What happens when two things hit each other?• Why do things sometimes get damaged when they hit each other?• How can we protect a fragile object from damage in a collision?• How can containers keep stuff from warming up or cooling down?• Which materials keep stuff warm or cool better?• Can we create a container that works as well as a store bought container?	
Course Outcomes: Students will: <ul style="list-style-type: none">• develop questions that can be used to create and conduct investigations.• create evidence-based explanations of natural phenomena using written and drawn models.• work collaboratively with peers to investigate and explain science concepts.	
Course Materials & Texts*: <ul style="list-style-type: none">• None required <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">• Each unit has a culminating open-ended task that involves applying learned knowledge to additional phenomena.• Students will take the grade 8 Science MCAS in the spring. This test covers the Massachusetts grade 6, 7 and 8 curriculum standards.	



Course Name: Grade 8 Science	Course Number: SCI08
Level: College-Prep	Credit(s): no HS credit
Course Length: Semester	Course Type: Traditional
Course Description: Science 8 uses the OpenSciEd curriculum to provide students an opportunity to experience phenomena-based instruction and problem solving. OpenSciEd courses allow students to collaborate, problem solve, and investigate their own questions while learning science content. Questions explored in Science 8 include: <ul style="list-style-type: none">• How can we make something new that was not there before?• How can we use chemical reactions to design a solution to a problem?• How do things inside our bodies work together to make us feel the way we do?• Why are living things different from one another?• How could living things today be connected to the living things that lived long ago?• Why does a lot of hail, rain, or snow fall at some times and not at others?	
Course Outcomes: Students will: <ul style="list-style-type: none">• develop questions that can be used to create and conduct investigations.• create evidence-based explanations of natural phenomena using written and drawn models.• work collaboratively with peers to investigate and explain science concepts.	
Course Materials & Texts*: <ul style="list-style-type: none">• None required <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">• Each unit has a culminating open-ended task that involves applying learned knowledge to additional phenomena.• Students will take the grade 8 Science MCAS in the spring. This test covers the Massachusetts grade 6, 7 and 8 curriculum standards.	



Course Name: Grade 7 History	Course Number: HIST07
Level: College-Prep	Credit(s): no HS credit
Course Length: Semester	Course Type: Traditional
Course Description: History 7 continues the sequence from grade 6, studying the development of ancient civilizations and then focusing on physical geography and history of Asia, Oceania and Europe today. The course includes a study of the physical geography, settlement patterns, indigenous peoples, and encounters/conflicts that shaped the regions in terms of their history, economics and culture. Students study these topics by exploring guiding questions such as, “How did early forms of government influence those in the modern day?” and “Why do empires rise and fall?”	
Course Outcomes: Students will: <ul style="list-style-type: none">● improve their understanding of historical content, such as interactions between societies, East Asian civilizations, indigenous societies, Greek accomplishments, and the spread of ideas.● read in the content area and cite specific textual evidence to support analysis of primary and secondary sources.● write in the content area by introducing and supporting a claim.● engage effectively in a range of collaborative discussions by following norms and expectations, posing questions, and positively adding to the discussion.	
Course Materials & Texts: <ul style="list-style-type: none">● All course materials and texts will be provided by Drury High School● Investigating History	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● Benchmarks: Entrance Exam, Midterm Exam, and Final Exam	



Course Name: Grade 8 Civics	Course Number: Civics8
Level: College-Prep	Credit(s): no HS credit
Course Length: Semester	Course Type: Traditional
Course Description: In Civics 8, students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” At the conclusion of the course, students will participate in a Civics project as part of Chapter 296 of the Acts of 2018, an act to Promote and Enhance Civic Engagement, which offers all students across the Commonwealth with opportunities to complete meaningful student-led, non-partisan civics projects.	
Course Outcomes: Students will: <ul style="list-style-type: none">● improve their understanding of historical content, such as the Enlightenment influence, the Constitutional Convention, Federalism, separation of power within government, elections, rights and responsibilities of citizens, Constitutional Amendments, Civil Rights, and our state government.● read in the content area and cite specific textual evidence to support analysis of primary and secondary sources.● write in the content area by introducing and supporting a claim.● engage effectively in a range of collaborative discussions by following norms and expectations, posing questions, and positively adding to the discussion.● conduct state level performance tasks that consist of group work, class discussions, and the analysis and evaluation of civic topics.	
Course Materials & Texts: <ul style="list-style-type: none">● All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● Benchmarks: Entrance Exam, Midterm Exam, and Final Exam● In the Spring, students will take Civics 8 MCAS that involve an end of course test and a state level performance task	

GRADES 7/8 ELECTIVES



**DRURY
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Course Name: Time Travel Through Visual Art	Course Number: MSART
Level: College-Prep	Credit(s): no HS credit
Course Length: Quarter	Course Type: Traditional
Course Description: Students will learn about the art movements of humanity from cave art to modern art. Using each movement as artistic inspiration, visual art will be created using 2D & 3D materials. While learning about art history and the elements and principles of design, projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture.	
Course Outcomes: Students will: <ul style="list-style-type: none">● create and explore with a variety of art materials.● work collaboratively with peers to investigate ancient and modern art movements.● deepen understanding of history as related to art.	
Course Materials & Texts: <ul style="list-style-type: none">● All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Online Gallery Management● Displaying Work Created	



Course Name: Academy Band/Beginning Band	Course Number: BAND78
Level: College-Prep	Credit(s): no HS credit
Course Length: Semester	Course Type: Traditional
Course Description: <p>If you love music and want to learn how to play an instrument this is the class for you. This class is primarily the 7th and 8th grade band. However if you are a high school student and you want to learn how to play an instrument or you want to learn a new instrument this would be a helpful place for you to be.</p> <p>The academy band will have elements of marching in the fall. 7th and 8th grade students will be invited to march with the high school band but not required. This band will build basic music and instrument skills. Grades will be based on the musician's development. Performances will be outside of the school day and will be mastery assessments and will be part of the students grade.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● make music.● master their Instrument.● perform as an ensemble.● train their ear to hear music.● learn and apply music theory.● read music notation and rhythms.	
Course Materials & Texts: <ul style="list-style-type: none">● All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Will perform a concert with their classmates	



Course Name: Theatre (7/8)	Course Number: MSTHEATRE
Level: College-Prep	Credit(s): no HS credit
Course Length: Quarter	Course Type: Traditional
Course Description: Middle School Theater introduces students to theater arts and the stage. During this quarter-long course, students will explore all aspects of theater (types of plays, acting skills, technical theater and musical theater), as well as what it takes to put on a show.	
Course Outcomes: Students will: <ul style="list-style-type: none">● explore the topic of acting- warm-ups, theater games, techniques, etc.● explore the topic of technical theater and the different jobs people in the theater have.● read different types of scripts and explore different genres and time periods of theater.● explore the topic of theater criticism by watching professional productions and engaging in discussions about them.	
Course Materials & Texts*: <ul style="list-style-type: none">● Various plays● Recordings of live theatrical performances <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: Students in 7/8 Theater will complete a final project based on research of a musical of their choice. The project will be in a google slides format and will include photos and multimedia as well as text.	



Course Name: Physical Education (7/8)	Course Number: PHYSED78
Level: College-Prep	Credit(s): no HS credit
Course Length: Quarter	Course Type: Traditional
Course Description: In PE students will play games and complete exercise activities in which they will set personal and team goals while learning about lifelong fitness and how to make healthy choices.	
Course Outcomes: Students will: <ul style="list-style-type: none">● demonstrate activities for warming up and cooling down before and after aerobic exercise.● demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency.● apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.● participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.● apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity.	
Course Materials & Texts: <ul style="list-style-type: none">● All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Students will be able to perform all warm up activities and participate in activities that promote physical fitness● Students will show improvement on the National Fitness Test	



Course Name: Adaptive Physical Education (7/8)	Course Number: 78PEADAPTED
Level: College-Prep	Credit(s): no HS credit
Course Length: Quarter	Course Type: Traditional
Course Description: Adaptive PE allows students who may have refrained from participating in traditional PE to learn physical education skills with encouragement and support of their near peers and staff. Advanced PE students are encouraged to sign up for this course with the intent to support inclusive physical education.	
Course Outcomes: Students will: <ul style="list-style-type: none">● demonstrate improved proficiency in fundamental motor skills appropriate to their individual abilities, including locomotor, non-locomotor, and manipulative skills.● acquire competence in participating in a variety of adapted sports and recreational activities, demonstrating understanding of rules, strategies, and teamwork.● develop social skills and effective communication strategies necessary for successful peer interaction and collaborative participation in physical activities.● learn to self-advocate for their needs, set personal goals, and take ownership of their learning experiences in adaptive physical education settings.● demonstrate understanding and appreciation of diversity, respect for individual differences, and empathy toward peers with varying abilities.	
Course Materials & Texts: <ul style="list-style-type: none">● All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Students will be able to perform all warm up activities and participate in activities that promote physical fitness● Students will show improvement on the National Fitness Test	



Course Name: Walk the World PE 7/8	Course Number: 78PEWTW
Level: College-Prep	Credit(s): no HS credit
Course Length: Semester	Course Type: Traditional
Course Description: Walk the World Physical Education provides students with a holistic learning experience that fosters physical, mental, and social well-being while promoting environmental stewardship and global citizenship. Students will engage in walking challenges, explore campus trails, and keep a reflective log of miles traveled. Assessment in Walk the World Physical Education will be based on participation, engagement, and reflection. Students will have opportunities to track their walking progress, set personal fitness goals, and reflect on their experiences throughout the course. Assessment methods may include written reflections, presentations, group projects, and participation in community events.	
Course Outcomes: Students will: <ul style="list-style-type: none">● demonstrate the ability to use goal-setting skills to enhance health● demonstrate walking techniques and strategies for fitness improvement● develop competency in fundamental motor skills and specialized movement forms● demonstrate the health benefits of walking and physical activity promotion● demonstrate responsible personal and social behavior in physical activity settings● demonstrate understanding and respect for differences among people in physical activity settings● understand and appreciate the importance of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	
Course Materials & Texts: <ul style="list-style-type: none">● All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Students will be able to perform all warm up activities and participate in activities that promote physical fitness● Students will show improvement on the National Fitness Test	



Course Name: Medical Detectives	Course Number: PLTWMD7
Level: College-Prep	Credit(s): no HS credit
Course Length: Quarter	Course Type: PLTW
Course Description: Project Lead the Way Medical Detectives is designed for students to play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction. <i>Course Content:</i> <ul style="list-style-type: none">● Disease Detective● Mysteries of the Human Body● Outbreak!	
Course Outcomes: Students will: <ul style="list-style-type: none">● play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease.● use tools such as the engineering design process to solve medical challenges.● deepen their understanding of how the human brain functions by dissecting and labeling the main components of a sheep brain.	
Course Materials & Texts*: <ul style="list-style-type: none">● PLTW Medical Detectives online textbook <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Multiple choice and open response exams: vital signs, virus vs bacteria, and medical diagnoses● Create a model of a neuron● Dissect a sheep brain● Examine a disease outbreak in a city and determine the cause	



Course Name: App Creators	Course Number: PLTWAC8
Level: College-Prep	Credit(s): no HS credit
Course Length: Quarter	Course Type: PLTW
Course Description: <p>Project Lead the Way App Creators introduces students to the field of computer science and the concepts of computational thinking through the creation of mobile apps. Students will work independently and collaboratively to learn foundational computer science concepts and vocabulary, examine the effects of technology on society and create mobile apps from templates and from scratch. Students also acquire and apply skills pertaining to the design process, problem solving, persistence, collaboration, and communication.</p> <p><i>Course Content:</i></p> <ul style="list-style-type: none">● Let's Create an App!● Taking It to the Next Level -or- Game Design● The App Challenge	
Course Outcomes: <p>Students will:</p> <ul style="list-style-type: none">● develop vocabulary around computer science and coding concepts as a foundation for future computer science education.● create apps using a block-based coding program (MIT App Inventor).● work collaboratively through pair programming to create apps that solve real world problems.	
Course Materials & Texts*: <ul style="list-style-type: none">● PLTW App Creators online textbook● MIT App Inventor website & tablets <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Multiple choice and open response exam on coding principles and concepts● Original app designed and created using concepts learned throughout the course	



Course Name: Life Skills Launchpad	Course Number: LS001
Level: College-Prep	Credit(s): no HS credit
Course Length: Semester	Course Type: PBL
Course Description: <p>This course gives students launchpad towards reaching high school expectations with the blending of real life and academic skills that will help them succeed in high school and beyond. This real-world "Game of Life" based class focuses on a variety of areas. Students learn about responsibility, respect and reasoning. In addition Students will be exposed to "real life" scenarios through speakers and field trips that will engage them in life building activities to have them become a more well rounded and prepared individuals. They will juggle their wants and needs of being an 8th grader and realize what skills they will need to be successful in the future, while connecting to the Portrait of a Graduate competencies. By the end of the course, they will have learned how their work ethic and personal responsibility can, and will, be an asset as they get older. Field Trips and multiple speakers will be regular features of this course.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● explore career and college options● build the skills needed for success in high school● discuss and describe healthy decision making and coping skills● demonstrate life saving first aid capabilities	
Course Materials & Texts*: <ul style="list-style-type: none">● Course materials TBD <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● The final course project will be engaging in a service learning project event, the details of which will be determined by each class.	

ARTS & MOVEMENT

The Arts & Movement department combines fine and performing arts with health and physical fitness. The courses offered as part of Arts & Movement help to foster the growth of the whole child, both creatively and physically, and consist of the following subsections: Comprehensive Health and Wellness, Media Arts, Performing Arts, and Visual Arts.

COMPREHENSIVE HEALTH & WELLNESS



**DRURY
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Course Name: Health PE 9-12	Course Number: PHYSED912
Level: College-Prep	Credit(s): 1 Physical Education or Elective
Course Length: Semester	Course Type: Traditional
<p>Course Description:</p> <p>In Health PE students will play games and complete exercise activities in which they will set personal and team goals while learning about lifelong fitness and how to make healthy choices. In addition, students will learn about the functions of the human body through a comprehensive health curriculum.</p>	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate activities for warming up and cooling down before and after aerobic exercise. • demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency. • apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness. • participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension. • learn to apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity. 	
<p>Course Materials & Texts:</p> <ul style="list-style-type: none"> • All course materials and texts will be provided by Drury High School 	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> • Students will create and present on a Health topic at the end of the semester • Students will be able to demonstrate warm up activities and participate in activities that improve physical fitness • Students will show improvement on the National Fitness test 	



Course Name: Adaptive PE 9-12	Course Number: ADAPTPE
Level: College-Prep	Credit(s): 1 Physical Education or Elective
Course Length: Semester	Course Type: Traditional
Course Description: Adapted Physical Education is a comprehensive and inclusive course designed to cultivate physical fitness, skill development, teamwork, and social-emotional learning among high school students of diverse abilities. This course integrates students with and without disabilities, fostering an environment of acceptance, collaboration, and mutual respect. Adaptive PE allows students who may have refrained from participating in traditional PE to learn physical education skills with encouragement and support of their near peers and staff. Advanced PE students are encouraged to sign up for this course with the intent to support inclusive physical education.	
Course Outcomes: Students will: <ul style="list-style-type: none">● demonstrate the ability to use goal-setting skills to enhance health● understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction● develop competency in fundamental motor skills and specialized movement forms● apply movement concepts and principles to the learning and development of motor skills● demonstrate responsible personal and social behavior in physical activity settings● demonstrate understanding and respect for differences among people in physical activity settings● understand and appreciate the importance of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	
Course Materials & Texts: <ul style="list-style-type: none">● All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Students will create and present on a Health and Wellness topic at the end of the semester● Students will be able to demonstrate warm up activities and participate in activities that improve physical fitness● Students will show improvement on the National Fitness test	



Course Name: Walk the World PE 9-12	Course Number: WWPE
Level: College-Prep	Credit(s): 0.5 Physical Education 0.5 Elective
Course Length: Semester	Course Type: Traditional
Course Description: Walk the World Physical Education provides students with a holistic learning experience that fosters physical, mental, and social well-being while promoting environmental stewardship and global citizenship. Students will engage in walking challenges, explore campus trails, and keep a reflective log of miles traveled. Assessment in Walk the World Physical Education will be based on participation, engagement, and reflection. Students will have opportunities to track their walking progress, set personal fitness goals, and reflect on their experiences throughout the course. Assessment methods may include written reflections, presentations, group projects, and participation in community events.	
Course Outcomes: Students will: <ul style="list-style-type: none">● demonstrate the ability to use goal-setting skills to enhance health● demonstrate walking techniques and strategies for fitness improvement● develop competency in fundamental motor skills and specialized movement forms● demonstrate the health benefits of walking and physical activity promotion● demonstrate responsible personal and social behavior in physical activity settings● demonstrate understanding and respect for differences among people in physical activity settings● understand and appreciate the importance of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	
Course Materials & Texts: <ul style="list-style-type: none">● All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Students will create and present on a Health and Wellness topic at the end of the semester● Students will create written reflections, presentations, group projects, and participation in community events.● Students will show improvement on the National Fitness test	

MEDIA ARTS



**DRURY
HIGH SCHOOL**
North Adams Public Schools



Course Name: Performing Arts Management	Course Number: DPAM300
Level: College-Prep	Credit(s): 1 Fine & Performing Arts
Course Length: Semester	Course Type: Traditional
<p>Course Description: Drury Performing Arts Management or DPAM is a course at Drury High School that takes an innovative approach to supporting the performing arts productions at Drury High School and the North Adams Public Schools. Students tackle aspects of high school arts that are often overlooked in most schools such as marketing, box office, artists relations, contract and legal language within the arts, safety management, advanced technology production techniques and a creative use of multiple venues within the school. All of these skills are applied to each and every band concert, high school musical and play performed throughout the given semester. Additionally, students plan performances of local and/or national level acts and take a show from a conceptual idea to full scale production while focusing on all the details needed for success. DPAM will sometimes involve long hours after school as well as given class time for preparations for events. The Drury Performing Arts Management course is more of a job than a class, so punctuality, personal responsibility as well as being a trusted team player are expected for this course to be successful. Attendance is expected for all after school performances. <u>Failure to attend outside of school obligations for this course will result in a failing grade.</u></p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> • develop skills to plan and facilitate concerts, plays, musicals or presentations in a real world setting. • apply modern production techniques (sound design, lighting design, stage management). • optimize personal time management skills while working with a group or individually to complete tasks for a performance deadline. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> • None required <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> • Drury After Dark concert series • Various band concert productions • Musical and play productions 	

PERFORMING ARTS



**DRURY
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North Adams Public Schools



Course Name: School of Rock	Course Number: MUSIC300
Level: College-Prep	Credit(s): 1 Fine & Performing Arts
Course Length: Semester	Course Type: PBL
<p>Course Description: If you eat, sleep, and breathe music this is the class for you. This class will form a high functioning band that chooses their own songs to perform. You learn how to master your instrument or voice and how to practice and function in a Rock Band. Previous music experience is helpful but not required.</p> <p>Semester 1 we will hit the ground running because our first performance is at Fresh Grass in September.</p> <p>Semester 2 the group will spend a majority of the semester on the musical.</p> <p>Both semesters will have some Drury After Dark performances.</p> <p>Performances are mastery assessments and will happen outside of the school day. <u>Failure to attend the outside obligations of this course will result in a failing grade.</u></p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● make music. ● master their Instrument. ● perform as an ensemble. ● train their ear to hear music. ● apply music theory. ● read music notation and rhythms. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● None required <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Semester 1 we will hit the ground running because our first performance is at Fresh Grass in September. ● Semester 2 the group will spend a majority of the semester on the musical. ● Both semesters will have some Drury After Dark performances. ● Performances are mastery assessments and will happen outside of the school day. Any student enrolled in this course must participate in these events. 	



Course Name: Fall Semester Band (Marching and Concert Band)	Course Number: BAND200H
Level: College-Prep	Credit(s): 1 Fine & Performing Arts
Course Length: Semester 1	Course Type: Traditional
Course Description: If you enjoy making music and want to spend time with your friends at musical events then Fall Band is for you. We will start the year focused on marching and then when the weather gets colder transition to concert band music and indoor performance. The band is one big musical family. We travel to parades and perform at many different locations. It is a great organization that is welcome to everyone.	
Course Outcomes: Students will: <ul style="list-style-type: none">● make music.● master their Instrument.● perform as an ensemble.	
Course Materials & Texts*: <ul style="list-style-type: none">● None required <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Fall band includes marching band and concert band. We will start with marching band in September. We will perform in the Fall Foliage Parade, Fresh Grass, Halloween Parade, Veterans Day Parade and Christmas Tree Lighting. We will also perform at sporting events, pep rallies and other school functions.● As the weather changes we will transition to concert band music and perform concerts in the Drury Performing Arts Center. Students who are only able to take one semester of band are invited to participate all year long at events. We typically have an end of year band trip.● Performances are mastery assessments and will happen outside of the school day. Any student enrolled in this course must participate in these events.	



Course Name: Spring Semester Band (Concert and Marching Band)	Course Number: BAND200H
Level: College-Prep	Credit(s): 1 Fine & Performing Arts
Course Length: Semester 2	Course Type: Traditional
Course Description: Spring band is a continuation of fall band, (please see the above description) but we start with concert band, (since it's brutally cold in January and February) and then end with marching band. Events include concert band concerts, graduation, Memorial Day Parades, The North Adams Elks Veterans' Memorial Ceremony, and Readsboro Parade. Performances are mastery assessments and will happen outside of the school day. <u>Failure to attend the outside obligations of this course will result in a failing grade.</u>	
Course Outcomes: Students will: <ul style="list-style-type: none">● make music.● master their Instrument.● perform as an ensemble.	
Course Materials & Texts*: <ul style="list-style-type: none">● None required <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Events include concert band concerts, graduation, Memorial Day Parades, The North Adams Elks Veterans' Memorial Ceremony, and Readsboro Parade.● Performances are mastery assessments and will happen outside of the school day. Any student enrolled in this course must participate in these events.	



Course Name: So You Think You Can Dance?	Course Number: DANCE100
Level: College-Prep	Credit(s): 0.5 Phys. Ed. 0.5 Theatre Arts
Course Length: Semester	Course Type: PBL
Course Description: <p>In this semester-long course, students will explore the art of dance throughout history and genres. Dance styles such as ballet, jazz, tap, modern, Broadway, swing, ballroom, hip hop and fad dances (such as TikTok dances) will be covered. Students will also look at the popularity of dances over time and get to try out the basics of each style for themselves. Students will partake in warm-ups and dance rehearsals in preparation for student choreographed and performed pieces presented at the end of the semester showcase.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● Explore different styles of dance by partaking in movement classes and watching various dance pieces.● Create dance pieces by choreographing (or co-choreographing) routines to teach to their fellow classmates.● Participate in a dance show to present to our school community.	
Course Materials & Texts*: <ul style="list-style-type: none">● PBS “Broadway” series● The Art and Practice of Musical Theatre Choreography by Cassie Abate <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Students will perform at the end of the semester showcase and reflect (in written form) as their final exam.	



Course Name: Theater & Arts Management	Course Number: ARTSMAN100
Level: College-Prep	Credit(s): 1 Fine & Performing Arts
Course Length: Semester	Course Type: PBL
<p>Course Description:</p> <p><i>Semester 1:</i> In this semester-long course, students will explore the craft of acting, technical theater and arts management to help produce the <u>fall play</u> as well as a student-led production of a one act play. The semester will culminate in a performance for the school community at the end of the semester showcase. Students will also serve as the marketing and publicity managers for all public performances happening at Drury High School (theater performances, art shows, band concerts, etc). This will include writing press releases, making and distributing posters, connecting with the local press, creating social media posts and audience generating campaigns.</p> <p><i>Semester 2:</i> In this semester-long course, students will explore the craft of acting, technical theater and arts management to help produce the <u>spring musical</u> as well as a student-led production of a one act play. The semester will culminate in a performance for the school community at the end of the semester. Students will also serve as the marketing and publicity managers for all public performances happening at Drury High School (theater performances, art shows, band concerts, etc). This will include writing press releases, making and distributing posters, connecting with the local press, creating social media posts and audience generating campaigns.</p>	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Work on a team to produce the Drury Stage Company’s fall production (semester 1), or the Drury Stage Company’s spring musical (semester 2). • Gain experience in arts management by working as a publicity and marketing team for the Drury Fine & Performing Arts Department. • Research, select, rehearse, and perform at the end of the semester showcase. 	
<p>Course Materials & Texts*:</p> <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> • Drury Stage Company’s fall play (semester 1) • Drury Stage Company’s spring musical (semester 2) • A one-act play performance at the end of the semester showcase 	

VISUAL ARTS



**DRURY
HIGH SCHOOL**
North Adams Public Schools

Course Name: Foundations of Studio Art	Course Number: ART101
Level: College-Prep	Credit(s): 1 Fine & Performing Arts
Course Length: Semester	Course Type: Traditional
Course Description: <p>Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on their art. Students explore a wide range of 2D and 3D materials, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements and principles of design throughout the production process. Students are expected to participate in one or more community art shows throughout the course. Students will write brief artist statements to accompany their work. Participation in field trips and collaboration opportunities is required.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● develop technical art-making skills using a variety of art materials.● deepen artistic understanding of the elements and principles of design.● expand knowledge of visual literacy, artists and art movements.● become more confident in visual and written self-expression.	
Course Materials & Texts*: <ul style="list-style-type: none">● None required <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● End of unit projects involve applying learned knowledge to personal creations● Semester Art Show Participation● Online Art Gallery Management including brief Artist Statements	



Course Name: Studio Art	Course Number: ART200
Level: College-Prep	Credit(s): 1 Fine & Performing Arts
Course Length: Semester	Course Type: Traditional
Course Description: <p>Students investigate contemporary, historical, and personal art themes using 2D and 3D media, skills and techniques, while engaging in the art production process within a studio arts environment. Students will independently maintain their personal online gallery. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students interpret meaning in their artwork and the artwork of others through discussion and peer critiques. Students examine various artistic concepts, viewpoints, and themes, drawing their own conclusions and employing this knowledge both expressively and technically. Students use 2D and 3D materials, skills & techniques toward a desired project outcome within the studio art environment. This course is intended for student artists who are looking towards a future career in the arts. Participation in public art displays, field trips and collaboration is required.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● further develop technical art-making skills using a variety of art materials.● apply knowledge of the elements and principles of design to personal art-making.● create a series of work investigating a personal topic of interest.● expand visual and written self-expression skills.● explore college and career options as an artist.	
Course Materials & Texts*: <ul style="list-style-type: none">● None required <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● End of unit projects involve applying learned knowledge to personal creations● Semester Art & Teen Invitational Show Participation● Online Art Gallery Management including Artist Statements	



Course Name: Early College Studio Art & Society	Course Number: ART116
Level: College	Credit(s): 1(Drury) Fine & Performing Arts, 3 MCLA
Course Length: Semester	Course Type: Early College
Prerequisite: None	Pathway(s): Liberal Arts; Education
Course Description: Focus on potential impacts of visual arts in both societal and personalized contexts through the introduction and understanding of basic drawing techniques, first-hand art experiences, research and writing. Students will be required to explore image-making, as well as writing, to express original ideas and to enhance critical thought, observation, and analysis.	
Course Outcomes: Students will: <ul style="list-style-type: none">● engaging in a regular artistic practice and discipline that includes both art making and writing.● articulate the significance of the creative arts, artistic expression and experience in today's world.● dive into honest expression through writing and art making activities in-person and on field trips	
Course Materials & Texts: All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Visual Journals● Gallery displays● Field Trip reflections	

HUMANITIES

The humanities can be described as the study of how people process and document the human experience. Since humans have existed, we have used literature, history and language to understand and record our world. At Drury High School, the Humanities department includes the following subsections: English, Foreign Language, Interdisciplinary Studies, and Social Studies.

ENGLISH



DRURY
HIGH SCHOOL
North Adams Public Schools

Course Name: English 9-10 A: Love and Rebellion: A Study of "Romeo and Juliet" and "The Catcher in the Rye"	Course Number: ENG101
Level: College-Prep	Credit(s): 1 English
Course Length: Semester	Course Type: Traditional
Course Description: This ELA course delves into the rich thematic tapestry of two seminal works: Shakespeare's "Romeo and Juliet" and J.D. Salinger's "The Catcher in the Rye." Students will explore the complexities of coming of age, rebellion, love and relationships, loss and suffering, and alienation and loneliness through the experiences of the protagonists in these texts. By examining the thematic similarities between these iconic works, students will gain a deeper understanding of the human experience and the challenges faced during adolescence. The course will be further enriched by incorporating supplementary short stories, poetry, and articles that shed light on the themes and issues faced by the characters in the primary texts. Through analytical essays, discussions, and creative projects, students will engage with these timeless stories and reflect on their relevance to the lives and experiences of teenagers today. Notice: 9-10 A and 9-10 B are different courses. They can be taken independently and in any order.	
Course Outcomes: Students will: <ul style="list-style-type: none">● analyze and compare themes and characterization in "Romeo and Juliet" and "The Catcher in the Rye."● understand the impact of societal values and beliefs on literature.● engage with supplementary texts that shed light on the themes and issues of the primary texts.	
Course Materials & Texts*: <ul style="list-style-type: none">● William Shakespeare's "Romeo and Juliet," J.D. Salinger's "The Catcher in the Rye," and supplementary short stories, poetry, and articles. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Analytical essay comparing themes between "Romeo and Juliet" and "The Catcher in the Rye"● Creative project or presentation exploring themes in the primary texts	



Course Name: English 9-10 B: Perspectives in Literature: Exploring Voices Across Time and Culture	Course Number: ENG102
Level: College-Prep	Credit(s): 1 English
Course Length: Semester	Course Type: Traditional
Course Description: Perspectives in Literature: Exploring Voices Across Time and Culture (English 9-10 B) offers a student-centered curriculum that fosters critical thinking and engages students in thoughtful conversation, discussion, and debate. Through the exploration of classic and contemporary literature from various time periods and cultures, students will develop their own perspectives and broaden their understanding of diverse authors' viewpoints. Units include: Inside the Nightmare, Outsiders and Outcasts, Extending Freedom's Reach, All That Glitters, Virtue and Vengeance, and Blindness and Sight. Notice: 9-10 A and 9-10 B are different courses. They can be taken independently and in any order.	
Course Outcomes: Students will: <ul style="list-style-type: none">● read for understanding and analyze diverse texts from different time periods and cultures.● write effectively for various purposes and communicate through a variety of media.● collaborate effectively and demonstrate personal responsibility and productivity within the school community.	
Course Materials & Texts*: <ul style="list-style-type: none">● MyPerspectives Grade 10 (Savvas text)● <i>The Body</i> by Stephen King (novel titles subject to change)● Short stories, poetry, novels, articles as determined by the teacher <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Independent and group projects● Persuasive, informational and narrative writing essays	



Course Name: Advanced Literature: American Gothic	Course Number: ELAGOTH
Level: College-Prep	Credit(s): 1 English
Course Length: Semester	Course Type: Traditional
Course Description: Advanced Literature: <i>American Gothic</i> is a literature survey course which explores the range of American Gothic literature, with an emphasis on highlighting the commonalities and divergence between Northern and Southern Gothic genres.	
Course Outcomes: <ul style="list-style-type: none">• Students will expand their understanding of American Gothic literature, focusing on its Southern and Northern variations.• Students will develop critical thinking, analytical skills, and creative writing abilities.• This course aligns with Massachusetts ELA Curriculum Frameworks for grades 11-12 and Berkshire County Portrait of a Graduate competencies, including effective communication, critical thinking, creativity, and cultural proficiency.	
Course Materials & Texts*: Full length texts: <i>Beloved</i> , Toni Morrison <i>We have Always Lived in the Castle</i> by Shirley Jackson Short Stories: <i>A Good Man is Hard to Find</i> , Flannery O'Connor <i>A Rose for Emily</i> , William Faulkner <i>The Devil and Tom Walker</i> , Nathaniel Hawthorne <i>The Man in the Black Hat</i> , Stephen King <i>Ethan Frome</i> , Edith Wharton (excerpts) Other texts will be determined by student interest.	
Final Products, Performances or Culminating Events: (first half) A creative project, showcasing the students ability to create suspense. Students can choose from a short film, writing a short story, a graphic novel, other options TBD (Second half) An extended creative writing project: short story, play, etc. in the style of Northern or Southern Gothic.	



Course Name: Advanced ELA 9	Course Number: ADVELA9
Level: Honors	Credit(s): 1 English
Course Length: Semester	Course Type: Traditional
Course Description: Advanced ELA 9 is a comprehensive, semester-long honors course designed for 9th graders. It combines the study of American literature from the 19th century with an emphasis on historical context and seminar-style analysis and argumentation. This interdisciplinary course integrates literary exploration with critical thinking and communication skills.	
Course Outcomes: <ul style="list-style-type: none">• Students will develop an understanding of key literary movements of the 19th century and their contributions to American literary history.• Students will analyze literary works within their historical, social, and cultural contexts, appreciating their relevance to contemporary issues.• Students will construct and analyze arguments using evidence from literary and historical texts.• Students will gain insights into various rhetorical strategies used in 19th-century literature and speeches, and their application in modern discourse.	
Course Materials & Texts*: <p>All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">• Detailed speech analysis• Argumentative essay on a contemporary issue• Multimedia presentation• Reflective piece on rhetoric and argumentation	



Course Name: English 11-12 A: Revolutionary Rhetoric	Course Number: ENG300
Level: College-Prep	Credit(s): 1 English
Course Length: Semester	Course Type: Traditional
Course Description: <p>English 11-12 A: Revolutionary Rhetoric engages students in thought-provoking literature and activities, fostering meaningful conversation and debate. Centered around three themes—Writing Freedom, the Individual and Society, and Power, Protest, and Change—this course explores authors' perspectives from diverse time periods and cultures. Students actively participate in discussions and collaborative activities, gaining insight into their peers' viewpoints while refining their own opinions.</p> <p>Each unit revolves around an Essential Question, linking classic and contemporary fiction, nonfiction texts, and relevant media selections. By using technology, students interact with course materials and write directly in their Student Edition, creating a dynamic and immersive learning experience. English 11 encourages critical thinking and the development of well-rounded perspectives on pressing societal issues.</p> <p>Notice: 11-12 A and 11-12 B are different courses. They can be taken independently and in any order.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● analyze and interpret a variety of classic and contemporary texts, including fiction and nonfiction literature, as well as media selections, to explore themes such as freedom, individuality, society, power, protest, and change.● engage in thoughtful conversations, discussions, and debates with peers, showcasing the ability to listen to and consider different perspectives while presenting well-structured arguments.● develop critical thinking and analytical skills by formulating and defending personal opinions and perspectives on various topics, connecting the themes and ideas encountered in the course to broader historical, cultural, and social contexts.	
Course Materials & Texts*: * All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Final Exam: The final exam will assess students' understanding of the course materials, themes, and concepts, as well as their ability to analyze and interpret texts. The exam will consist of multiple-choice questions, short answer questions, and essay prompts.● Group Project and Presentation: Students will work in small groups to explore a specific author, time period, or cultural context related to the literature studied in the course. Each group will create a multimedia presentation incorporating textual analysis, historical background, and media selections to present to the class.	



Course Name: English 11-12 B: Fearless Fiction	Course Number: ENG301
Level: College-Prep	Credit(s): 1 English
Course Length: Semester	Course Type: Traditional
Course Description: <p>English 11-12 B: Fearless Fiction immerses students in diverse literature and media, fostering insightful conversations and debates. Structured around three themes—Grit and Grandeur, Facing our Fears, and Ordinary Lives, Extraordinary Tales—this course exposes students to various authors, time periods, and cultures. Students actively engage in group discussions and collaborative activities, honing their skills in articulating and defending their viewpoints.</p> <p>Each unit centers on an Essential Question, connecting classic and contemporary fiction, nonfiction texts, and relevant media. Utilizing technology, students interact with course materials and write directly in their Student Edition for a dynamic learning experience. English 12 encourages critical thinking and a deeper appreciation for the power of storytelling.</p> <p>Notice: 11-12 A and 11-12 B are different courses. They can be taken independently and in any order.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● analyze and interpret a variety of classic and contemporary fiction and nonfiction texts, as well as media selections, to explore themes such as grit, grandeur, fear, and extraordinary tales in ordinary lives.● engage in thoughtful conversations, discussions, and debates with peers, showcasing the ability to listen to and consider different perspectives while presenting well-structured arguments.● develop critical thinking and analytical skills by formulating and defending personal opinions and perspectives on various topics, connecting the themes and ideas encountered in the course to broader historical, cultural, and social contexts.	
Course Materials & Texts: All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Comparative Analysis Essay: Students will write a well-structured essay comparing and contrasting two texts from the course, demonstrating their understanding of the works and their relevance to the Essential Question.● Creative Writing Project: Students will compose a short story, poem, or personal essay inspired by the themes and topics encountered in the course, demonstrating their ability to apply learned concepts to their original work.● Final Exam: The final exam will assess students' understanding of the course materials, themes, and concepts, as well as their ability to analyze and interpret texts. The exam will consist of multiple-choice questions, short answer questions, and essay prompts.	



Course Name: AP Seminar (Pt. 1 & 2)	Course Number: SEMINAR300, SEMINAR350
Level: Advanced Placement	Credit(s): 1 English per course taken
Course Length: Year-long	Course Type: Advanced Placement
<p>Course Description: AP Seminar is an inquiry-based course that aims to engage students in cross curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> engage with rigorous college-level curricula based on the core academic skills necessary for successful college completion. synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations. collect and analyze information with accuracy and precision. craft, communicate, and defend evidence-based arguments. practice disciplined and scholarly research skills applied to relevant topics of their interest. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> Graff, Gerald, Cathy Birkenstein, and Russel Durst. "They Say, I Say" The Moves That Matter in Academic Writing. 4th edition W.W. Norton and Company. Kirszner, Laurie G. and Stephen R. Mandell. Patterns for College Writing: A Rhetorical Reader and Guide, 15th ed. New York: Pearson, 2021 Palmquist, Mike. The Bedford Researcher, 7th ed. Boston, MA: Bedford/St. Martin's, <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> Performance Task 1: Students work in teams of three to five to identify, investigate, and analyze an academic or real world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolutions; and provides a defense to questions posed by the teacher. Performance Task 2: The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. Students use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources. End of Course AP Exam: to be taken in May. Final project will be determined based on student feedback. 	



Course Name: Fundamentals of Literary Studies	Course Number: ENGL151
Level: Early College	Credit(s): 1 English (Drury), 3 English (MCLA)
Course Length: Semester	Course Type: Early College
Prerequisite: 2 English Credits	Pathway(s): Liberal Arts
<p>Course Description: This course invites advanced high school students into the rich, complex world of literature, offering them the opportunity to earn college credit through an immersive exploration of novels, short stories, and poetry. Focusing on <i>The Great Gatsby</i> by F. Scott Fitzgerald and <i>Never Let Me Go</i> by Kazuo Ishiguro, alongside a curated selection of short stories and poems, students will engage in a transformative process of reading, analysis, and interpretation. Through collaborative learning, critical thinking, and creative expression, students will discover how literature not only reflects but also shapes our understanding of the world and ourselves.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● To develop advanced skills in literary analysis and critical thinking. ● To enhance students' abilities in various forms of discourse, including oral, written, and digital mediums. ● To foster an appreciation for the ways in which literature reflects and shapes cultural, historical, and ideological contexts. ● To encourage collaborative learning, problem-solving, and the sharing of ideas within a scholarly community. ● To prepare students for college-level coursework and discussions, emphasizing the importance of literature in understanding complex, diverse worlds. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● <i>The Great Gatsby</i> by F. Scott Fitzgerald ● <i>Never Let Me Go</i> by Kazuo Ishiguro ● The course also includes a wide range of short stories and poetry, and a third novel based on student interest. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Final Project TBD 	



Course Name: College Writing II	Course Number: ENG150
Level: Early College	Credit(s): 1 English (Drury), 3 English (MCLA)
Course Length: Semester	Course Type: Early College
Prerequisite: 1 English Credit	Pathway(s): Liberal Arts
<p>Course Description: Students in College Writing will read and interpret a variety of texts selected from a wide range of authors, genres, and time periods. Students will interpret, analyze, and create texts while considering the author's purpose, author's use of rhetorical and aesthetic devices, as well as critical lenses and historical contexts. Students will be required to write, discuss, collaborate and present their reactions, interpretations and analysis of multiple texts as well as research into others' analysis and interpretation of texts. Students will write persuasively and creatively using the rhetorical and aesthetic techniques they have studied.</p> <p>This course will guide students through research, collaboration, and presentation. Students will leave the College Writing course with a greater understanding of how to utilize primary and secondary sources for purposes of research and to effectively write to a variety of audiences. Students will also examine how culture affects writing and interpretations of writing. The final project will consist of a research project on a contemporary issue, culminating in a formal presentation.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> • read and interpret a variety of texts selected from a wide range of authors, genres, and time periods. • interpret, analyze, and create texts while considering the author's purpose, author's use of rhetorical and aesthetic devices, as well as critical lenses and historical contexts. • write, discuss, collaborate and present their reactions, interpretations and analysis of multiple texts as well as research into others' analysis and interpretation of texts. • write persuasively and creatively using the rhetorical and aesthetic techniques they have studied. • develop a better understanding of how to utilize primary and secondary sources for purposes of research and to effectively write to a variety of audiences. • examine how culture affects writing and interpretations of writing. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> • Palmquist, Mike. <i>The Bedford Researcher</i>, 7th ed. Boston, MA: Bedford/St. Martin's, 2021 • Shea, R. H., Scanlon, L., & Aufses, R. D. (2012). <i>The Language of Composition: Reading, Writing, Rhetoric Second Edition</i> (Second ed.). Bedford/St. Martin's. • Dumas, Firoozeh. <i>Funny in Farsi: A Memoir of Growing Up Iranian in America</i>, Random House, 2003 • Additional texts as determined by the teacher <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> • The final project will consist of a research project on a contemporary issue, culminating in a formal presentation. 	



Course Name: Diving Into Diversity	Course Number: ENG250
Level: College-Prep	Credit(s): 1 English
Course Length: Semester	Course Type: PBL
Course Description: The world is at your fingertips! Come explore the works of many diverse authors as we journey around the globe. We will be reading works ranging from Toni Morrison to Manga.	
Course Outcomes: Students will: <ul style="list-style-type: none">● engage in discussions about race.● analyze and compare themes across cultures and genres.● explore different cultures with open mindedness.	
Course Materials & Texts*: <ul style="list-style-type: none">● Toni Morrison-"Beloved"● Shobha Rao -"Girls Burn Brighter"● Audre Lorde● Speeches pulled from "Sister Outsider"● Aimee Nezhukumatathil -"One Vote"● Julia de Burgos-"To Julia de Burgos"● Hayan Charara- "Elegy with Apples, Pomegranates, Bees, Butterflies, Thorn Bushes, Oak, Pine, Warblers, Crows, Ants, and Worms"● Manga <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Creating locker sized recreations of book covers to celebrate and start conversations about the struggles and accomplishments of BIPOC authors.● There will also be a writing component where students examine the impact these authors have had.	



Course Name: It's The End of the World as We Know It: Exploring Dystopian and Futuristic Literature	Course Number: ENG102
Level: College-Prep	Credit(s): 1 English
Course Length: Semester	Course Type: PBL
Course Description: <p>In this engaging literature course, students will delve into the thought-provoking realms of dystopian and futuristic literature. By analyzing and comparing various literary elements such as characterization, setting, plot, and symbolism in both short stories and novels, students will explore themes surrounding government, technology, and human nature.</p> <p>Through a series of writing projects, including persuasive essays, thematic analyses, and original short stories, students will develop their critical thinking and creative writing skills while examining the societal implications and messages embedded within dystopian and futuristic works. Featured authors include Shirley Jackson, Kurt Vonnegut, Ray Bradbury, and more. This course will culminate in an end-of-year showcase where students will share their own dystopian short story collections with the public.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● analyze and compare literary elements and themes in dystopian and futuristic texts.● develop argumentative writing skills through persuasive essays and speeches.● create an original dystopian or futuristic society and write a short story set within that society.	
Course Materials & Texts*: <ul style="list-style-type: none">● A collection of short stories and novels, including works by Shirley Jackson, Kurt Vonnegut, Ray Bradbury, Ursula Le Guin, Cormac McCarthy, and Suzanne Collins. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Thematic analysis essay comparing two dystopian or futuristic texts.● Persuasive essay or speech on a specific aspect of a dystopian or futuristic society.● Original short story set in a dystopian or futuristic society, compiled into a class anthology.	



Course Name: The Hero's Journey: From Myth to Modernity	Course Number: ENG201
Level: College-Prep	Credit(s): 1 English
Course Length: Semester	Course Type: PBL
Course Description: <p>This course invites students to explore the fascinating concept of the hero archetype across various cultural and historical contexts. Centered around Joseph Campbell's "hero's journey" and "The Hero with a Thousand Faces," students will engage with a diverse range of texts and media, including literature, film, and popular culture.</p> <p>By examining different interpretations of the hero and the anti-hero, students will gain a deeper understanding of the evolution of the hero archetype over time. Through the creation of original stories and comparative hero analyses, students will apply key elements of the hero's journey to a variety of texts and contexts, while analyzing the relationship between societal values and the hero archetype. Featured works include "Beowulf," "The Hobbit," "The Odyssey," and selections from African, Native American, and Asian mythologies. The course will culminate in final projects where students present their original hero's journey stories and comparative hero analyses.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● analyze and compare the hero archetype in different texts and cultural contexts.● evaluate the relationship between societal values and hero archetypes.● apply key elements of the hero's journey to various texts.	
Course Materials & Texts*: <ul style="list-style-type: none">● Works including Joseph Campbell's "The Hero with a Thousand Faces," "Beowulf," J.R.R. Tolkien's "The Hobbit," "Star Wars," "Lord of the Rings," and selections from African, Native American, and Asian mythologies. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Modern Hero's Journey: Students create their own original story, incorporating the hero's journey structure, and set it in a contemporary context. They can present their stories through a written narrative, a graphic novel, or a short film.● Comparative Hero Analysis: Students select two heroes from different cultural or historical contexts and compare their journeys, identifying similarities and differences. They can present their findings through a multimedia presentation, a research paper, or a creative visual representation, such as an infographic or poster.	



<p>Course Name: End of the World, End of Society: A Research-Based Course on Dystopian Literature, Media, and Scholarship</p>	<p>Course Number: ENG103</p>
<p>Level: College-Prep</p>	<p>Credit(s): 1 English</p>
<p>Course Length: Semester</p>	<p>Course Type: PBL</p>
<p>Course Description:</p> <p>This interdisciplinary course offers students the opportunity to develop research, argumentative writing, and presentation skills through the exploration of dystopian literature, media, and scholarship. By examining the historical, social, political, and economic context of end-of-the-world literature, students will analyze primary and secondary sources to understand societal issues related to the topic.</p> <p>The course is divided into two main projects: individual written arguments and team multimedia presentations. Students will conduct research, analyze evidence, and present their findings in engaging multimedia formats. Through discussion, analysis, and various writing assignments, this course aims to sharpen research, writing, and presentation skills while providing a comprehensive understanding of societal issues and themes present in dystopian and apocalyptic works.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● analyze literary elements and themes in dystopian, futuristic, and Armageddon literature. ● evaluate credibility and relevance of informational texts related to societal issues. ● develop research and critical thinking skills, presenting findings through a culminating project. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● A variety of primary and secondary sources, including dystopian literature, scholarly articles, and relevant media. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Individual Written Argument: A well-reasoned argument addressing a specific research question supported by evidence. ● Team Multimedia Presentation: An engaging and interactive presentation providing a comprehensive overview of a societal issue or theme. 	



Course Name: To Spin a Yarn: Fictional Tales	Course Number: ENG202
Level: College-Prep	Credit(s): 1 English
Course Length: Semester	Course Type: PBL
Course Description: <p>To Spin a Yarn: Fictional tales is designed to expose students to a closer look at science fiction, historical fiction, political fiction, psychological fiction, feminist fiction, contemporary young adult fiction, coming of age, and bildungsroman through reading, critical analysis, and creative exploration of the short story, essay, novel, and vignette. Students will develop a deep appreciation for the genre fiction craft and the ways in which genre fiction shape and reflect our world. This course will encourage students to think critically, read voraciously, and write imaginatively as they embark on an exploration of the diverse and captivating realm of genre fiction.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● identify, examine, and analyze characteristics, themes and structures in a variety of genre fiction including: science fiction, historical fiction, political fiction, psychological fiction, feminist fiction, contemporary young adult fiction, coming of age, bildungsroman, short stories, essays, novels, and vignettes.● compare and contrast different genre fiction works and recognize the historical and cultural influences on the development and impact of the literary works.● demonstrate effective communication skills through class discussion, group activities, and written responses including, but not limited to essays, book reviews, and creative writing assignments.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>Black Enough: Stories of Being Young & Black in America</i> edited by Ibi Zoboi● <i>There There</i> by Tommy Orange● <i>A Phoenix First Must Burn</i> edited by Patrice Caldwell● <i>Kindred</i> by Octavia E. Butler● <i>I'll Give You the Sun</i> by Jandy Nelson● <i>Rule of the Bone</i> by Russel Banks● <i>Early Departures</i> by Justin Reynolds <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Students will look at cultural impacts as well as cause and effect of the genre fiction throughout the different eras by creating displays to showcase to the community.	

FOREIGN LANGUAGE



DRURY
HIGH SCHOOL
North Adams Public Schools

Course Name: Spanish I	Course Number: SPANISH100
Level: College-Prep	Credit(s): 1 Foreign Language
Course Length: Semester	Course Type: Traditional
<p>Course Description: This course is for the beginner student who has no experience in Spanish. The first level beginner student will learn Spanish through the four major skills of a world language learning: speaking, listening and understanding, reading, and writing in the Spanish language in order to begin forming a complete foundation. To foster the Massachusetts World Languages Content Standards, student activities include:</p> <ul style="list-style-type: none">• In class communication in Spanish• Communicative exercises• Cooperative learning• Vocabulary review• Writing and listening exercises• Cultural readings and videos• Activities designed to connect with other disciplines	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none">• communicate in Spanish by:<ul style="list-style-type: none">○ analyzing and interpreting what is heard, read, or viewed.○ interacting in spontaneous spoken or written conversations to share information.○ presenting information, concepts, ideas, feelings, opinions, and perspectives.• deepen their understanding of other cultures.	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none">• ¡Exprésate! By Holt• Materials include text, workbook, audio CD, Maps of Spain, South and Central America• Additional materials:<ul style="list-style-type: none">○ Spanish is fun workbook○ Exploring Spanish workbook○ Spanish first year <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none">• Independent and group research projects.• Entrance, Midterm, and Final MasteryConnect assessments• Research Based Presentations	



Course Name: Spanish II	Course Number: SPANISH200
Level: College-Prep	Credit(s): 1 Foreign Language
Course Length: Semester	Course Type: Traditional
Course Description: <p>This course is designed as a sequel to the Spanish I course. The second semester beginning student will continue practicing Spanish through the four major skills of foreign language learning: speaking, listening and understanding, reading, and writing in the Spanish language in order to continue the formation of a complete foundation. To foster the Massachusetts World Languages Content Standards, student activities include:</p> <ul style="list-style-type: none">• In class communication in Spanish• Communicative exercises• Cooperative learning• Vocabulary review• Writing and listening exercises• Cultural readings and videos• Activities designed to connect with other disciplines	
Course Outcomes: Students will: <ul style="list-style-type: none">• communicate in Spanish by:<ul style="list-style-type: none">○ analyzing and interpreting what is heard, read, or viewed.○ interacting in spontaneous spoken or written conversations to share information.○ presenting information, concepts, ideas, feelings, opinions, and perspectives.• deepen their understanding of other cultures.	
Course Materials & Texts*: <ul style="list-style-type: none">• ¡Exprésate! By Holt• Materials include text, workbook, audio CD, Maps of Spain, South and Central America• Additional materials:<ul style="list-style-type: none">○ Spanish is fun workbook○ Exploring Spanish workbook○ Spanish first year○ Power Points○ Nearpod○ Various games and activities – Kahoot, Quizlet, etc. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">• Independent and group research projects.• Entrance, Midterm, and Final MasteryConnect assessments• Research Based Presentations	



Course Name: Spanish III	Course Number: SPANISH300
Level: College-Prep	Credit(s): 1 Foreign Language
Course Length: Semester	Course Type: Traditional
Course Description: This course is designed as a sequel to the CP Spanish I and II for the intermediate student.	
Course Outcomes: Students will: <ul style="list-style-type: none">● communicate in Spanish through:<ul style="list-style-type: none">○ interpretive means: reading, listening/viewing.○ interpersonal means: speaking/singing, listening/viewing, reading, and writing.○ presentation strategies: speaking/singing, writing.● deepen their understanding of other cultures by:<ul style="list-style-type: none">○ analyzing and describing relationships among products, practices and perspectives and comparing them across cultures.○ experiencing the target language and culture(s) and sharing information and personal reactions with others.	
Course Materials & Texts*: <ul style="list-style-type: none">● ¡Exprésate! By Holt● Materials include text, workbook, audio CD, Maps of Spain, South and Central America * All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Independent and group research projects● Entrance, Midterm, and Final MasteryConnect assessments● Research Based Presentations	

HISTORY



DRURY
HIGH SCHOOL
North Adams Public Schools

Course Name: US History I	Course Number: HIST100
Level: College-Prep	Credit(s): 1 US History
Course Length: Semester	Course Type: Traditional
Course Description: <p>US History I provides a survey of events in American history from 1600 to 1877. A core question that is investigated in this class is "How does the creation and early history of the United States create healthy systems of dependance and cooperation as well as unhealthy systems of exploitation?" Students are provided opportunities to examine credible primary and secondary sources in order to wrestle with the difficult aspects of history. Students are not asked to come to a consensus but rather to present their argument for their understanding of the history and are supported in using their voice in their writing and speaking. Though this history occurred hundreds of years ago, there are strong connections to present events and conversations that speak to who we are as citizens of the United States.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● improve their writing skills. Each unit includes writing assignments designed to develop the skills necessary for creating well-evidenced essays on historical topics highlighting clarity and precision.● become an active and engaged reader. Specific reading selections are assigned daily. Note-taking is essential to comprehension and to the integration of new knowledge.● become independent critical thinkers by: analyzing, evaluating, and examining information in order to make responsible decisions.● learn about history from multiple perspectives and develop well-informed conclusions about historical and present-day events based on research and use of credible evidence.● back up their analysis with ample pieces of evidence to justify their thinking.	
Course Materials & Texts*: -collections of credible primary and secondary sources -America Story of Us (History Channel) - <i>Amend: The Fight for America</i> (Netflix) * All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Short essays● Final Assessment	



Course Name: AP Human Geography	Course Number: HIST101
Level: Advanced Placement	Credit(s): 1 World History
Course Length: Semester	Course Type: Advanced Placement
Course Description: <p>This challenging course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. The course is comprised of seven interrelated units of study - Geography: Its Nature and Perspectives, Population, Cultural Patterns and Processes, Political Organization of Space, Agriculture and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use. Students will also learn about the methods and tools geographers use in their research and applications.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints.● become skilled in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, and applying geographic concepts such as scale, region, diffusion, and spatial interaction, among others.● be presented with rigorous college-level curricula based on the core academic skills necessary for successful college completion.	
Course Materials & Texts*: <ul style="list-style-type: none">● Hildebrant, Barbara S., Max Lu, Kenneth H. Keller, and Roderick P. Neumann. <i>Human Geography for the AP Course</i>. Bedford, Freeman & Worth High School Publishers, New York, 2021.● <i>Human Geography: Preparing for the Advanced Placement Examination</i>. Amsco School Publication, Inc. 2017. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● End of Year AP Exam to be taken in May.	



Course Name: US History II	Course Number: HIST200
Level: College-Prep	Credit(s): 1 US History
Course Length: Semester	Course Type: Traditional
Course Description: <p>This is a semester course that examines the responses the United States have had to crisis and paradigm shifting events. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through the course they will learn why the United States responds to crisis at time with entering into military conflicts, analyzing the different ways modern Democrat and Republican Presidents run their administration, and how the people of the United States attempt to create a "more perfect union" to ensure all peoples have their rights recognized and provided for. Recurring themes lead students to draw connections between the past and the present, between cultures, and among multiple perspectives. Students will then use their experiences in this class to design and implement their own research project, investigating historical developments and events that matter to them.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● improve their writing skills. Each unit includes writing assignments designed to develop the skills necessary for creating well-evidenced essays on historical topics highlighting clarity and precision.● become an active and engaged reader. Specific reading selections are assigned daily. Note-taking is essential to comprehension and to the integration of new knowledge.● become independent critical thinkers by: analyzing, evaluating, and examining information in order to make responsible decisions.● learn about history from multiple perspectives and develop well-informed conclusions about historical and present-day events based on research and use of credible evidence.● back up their analysis with ample pieces of evidence to justify their thinking.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>Band of Brothers</i> (HBO), <i>America: Story of Us</i> (History Channel), <i>AMERICA AFTER 9/11</i> (Frontline)● <i>Black Birds in the Sky</i> by Brandy Colbert, <i>They Called Us Enemy</i> by George Takei, Justin Eisinger, and Steven Scott, assorted primary and secondary sources. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Student chosen research project with a focus on connecting it to a person's life experiences	



Course Name: US History to 1877	Course Number: HIST-113
Level: Early College	Credit(s): 1 US History (Drury); 3 History (MCLA)
Course Length: Semester	Course Type: Early College
Prerequisite: None	Pathway(s): Liberal Arts; Education

Course Description:

US History to 1877 (HIST-113) provides a survey of events in American history up to 1877. The core question of the course is examining how the establishment and early actions of the United States as an experiment of democracy. Students will be provided opportunities to examine primary sources and credible secondary sources to evaluate the short and long term effects of these events, connecting the past to issues of the present day. Students will be challenged to question their current understanding of history and seek out a diverse set of voices from the past and present to help support their analysis and evaluation of American history.

Course Outcomes:

Students will:

- improve their writing skills. Each unit includes writing assignments designed to develop the skills necessary for creating well-evidenced essays on historical topics highlighting clarity and precision.
- become an active and engaged reader. Specific reading selections are assigned daily. Note-taking is essential to comprehension and to the integration of new knowledge.
- become independent critical thinkers by: analyzing, evaluating, and examining information in order to make responsible decisions.
- learn about history from multiple perspectives and develop well-informed conclusions about historical and present-day events based on research and use of credible evidence.
- back up their analysis with ample pieces of evidence to justify their thinking.

Course Materials & Texts*:

- Voices of Freedom Vol. 1 and 2
- *America: Story of Us* (History Channel)
- *Amend: The Fight for America* (Netflix)
- Various primary and secondary sources.

* All course materials and texts will be provided by Drury High School

Final Products, Performances or Culminating Events:

- Argumentative essays with use of credible evidence.
- Independent and group research projects.



Course Name: US History after 1877	Course Number: HIST-114
Level: Early College	Credit(s): 1 US History (Drury); 3 History (MCLA)
Course Length: Semester	Course Type: Early College
Prerequisite: None	Pathway(s): Liberal Arts; Education

Course Description:

US History after 1877 (HIST-114) provides a survey of events in American history after 1877 to present day. The core question of the course is examining how different people experience life in America. Students will be provided opportunities to examine primary sources and credible secondary sources to evaluate the short and long term effects of these events, connecting the past to issues of the present day. Students will be challenged to question their current understanding of history and seek out a diverse set of voices from the past and present to help support their analysis and evaluation of American history.

Course Outcomes:

Students will:

- improve their writing skills. Each unit includes writing assignments designed to develop the skills necessary for creating well-evidenced essays on historical topics highlighting clarity and precision.
- become an active and engaged reader. Specific reading selections are assigned daily. Note-taking is essential to comprehension and to the integration of new knowledge.
- become independent critical thinkers by: analyzing, evaluating, and examining information in order to make responsible decisions.
- learn about history from multiple perspectives and develop well-informed conclusions about historical and present-day events based on research and use of credible evidence.
- back up their analysis with ample pieces of evidence to justify their thinking.

Course Materials & Texts*:

- Voices of Freedom Vol. 1 and 2
- *America: Story of Us* (History Channel)
- *Amend: The Fight for America* (Netflix)
- Various primary and secondary sources.

* All course materials and texts will be provided by Drury High School

Final Products, Performances or Culminating Events:

- Argumentative essays with use of credible evidence.
- Independent and group research projects.



Course Name: Modern World History	Course Number: HIST300
Level: College-Prep	Credit(s): 1 World History
Course Length: Semester	Course Type: Traditional
Course Description: <p>Modern World History is dominantly Euro-centric in terms of the content standards required to be covered in this course. This course will cover world history from the Age of Absolutism to modern Europe, emphasizing the changes and continuities of political developments, economic trends, and social aspects of the time periods we will be learning about. We will cover some of the greatest events known to human history and the radical change by these events that affects humanity. In addition, this course will give you the opportunity to speak (and write) your mind, work with others and broaden your thinking by learning how to analyze and interpret a wide variety of both primary and secondary texts together with the maps, graphs and pictorial materials associated with them. Most importantly, this course will help you to develop the strong reading, writing, analytical and communication skills you'll need to be successful.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● improve their writing skills by examining, analyzing, and evaluating information from primary and secondary sources and writing in response to various prompts.● improve their reading skills by analyzing primary and secondary sources.● gain a deeper understanding of our shared human history and how the events of the past shape the present day in our world.	
Course Materials & Texts*: <ul style="list-style-type: none">● Elisabeth Gaynor Ellis and Anthony Esler. <i>World History Interactive: The Modern Era</i>. Savvas Learning Company. New Jersey, 2022.● Assorted primary and secondary source materials● Films: <i>Marie Antoinette</i>, <i>1917</i>, and <i>Jojo Rabbit</i> <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Essays● Benchmark Exams: Entrance Exam, Midterm Exam, and Final Exam	



Course Name: Modern World Civilization	Course Number: HIST-104
Level: Early College	Credit(s): 1 World History (Dury), 3 (MCLA)
Course Length: Semester	Course Type: Early College
Prerequisite: None	Pathway(s): Liberal Arts
<p>Course Description: College Modern World History provides an introductory historical survey of the major events, ideas and people which have shaped world civilizations since 1500, the beginning of the modern era of history. This course takes a comparative, interdisciplinary, and non-Eurocentric approach to historical analysis emphasizing diversity and global awareness.</p> <p>Students will be required to think on many different geographical and temporal scales in order to compare historical events. In addition, this course relies heavily on college-level resources that extend beyond the textbook, including supplemental text extracts, a wide variety of primary sources, and interpretations presented in historical scholarship. Point of view is used to create plausible historical arguments, and students will be required to synthesize their understanding (orally and in writing). Finally, students will assess issues of change and continuity over time, identify global processes, and compare diverse interpretations within and among societies.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● improve their writing skills by creating well-evidenced essays on historical topics highlighting clarity and precision. Types of writing include: document based essays, evidence-based research papers, argumentative essays, and analysis essays. ● become active and engaged readers. Specific reading selections are assigned daily. Note-taking is essential to comprehension and to the integration of new knowledge. ● become independent critical thinkers by: analyzing, evaluating, examining, and synthesizing information in order to make responsible decisions. ● learn about history from multiple perspectives and develop well-informed conclusions about historical and present-day events based on research and use of credible evidence. ● back up their analysis with ample pieces of evidence to justify their thinking. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● Robert Strayer and Eric Nelson, <i>Ways of the World: A Global History</i> (3rd. Edition). Bedford/ ST. Martin's, 2016. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Unit Research Papers/Projects ● Socratic Seminars ● Research Based Presentations 	



Course Name: From Pre-Columbus to Long After Custer: The Native American Experience	Course Number: NAHIST200
Level: College-Prep	Credit(s): 1 US History
Course Length: Semester	Course Type: PBL
<p>Course Description:</p> <p>This US history course looks at our country’s history through the eyes of Native Americans, telling the story of pivotal moments in US history from the Native American perspective. From the landing of the <i>Mayflower</i> to Wounded Knee, students will analyze primary and secondary sources to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, and modes of self-expression. This course will place some emphasis on the Native peoples of the Northeast so that students can become acquainted with the history, culture, and presence of indigenous peoples in this region.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● gain greater appreciation of the diversity and contributions made by Native Americans. ● improve communication in written and oral forms. ● become a better reader able to analyze primary and secondary sources. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● <i>Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-2000, Revised Edition</i> - Peter Nobokov and Vine Deloria ● <i>An Indigenous Peoples' History of the United States (REVISIONING HISTORY)</i> - Roxanne Dubar Ortiz ● <i>A Different Mirror: A History of Multicultural America</i> - Ronald Takaki ● <i>Voices of a People's History of the United States</i> - Howard Zinn and Anthony Arnove ● <i>A People's History of the United States</i> - Howard Zinn <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Students will curate a Museum Exhibit on a designated Indigenous group (student choice) that demonstrates knowledge of the following: Land Ownership, Culture and Customs, Early Encounters, Manifest Destiny, Mascots Museums, etc. ● They will showcase their exhibit at the bi-annual showcase 	



Course Name: AP European History	Course Number: HIST375
Level: Advanced Placement	Credit(s): 1 World History
Course Length: Semester	Course Type: Advanced Placement
<p>Course Description:</p> <p>This course examines European history since 1450 and introduces students to the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop an ability to analyze historical evidence and historical interpretation and to express historical understanding in writing.</p>	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● develop the skills necessary for writing a document based essay and a free response essay on one of the following: continuity and change over time (CCOT), causation, comparison and contextualization. ● improve their reading skills by analyzing primary and secondary sources. Specific reading selections are assigned daily. Note-taking is essential to comprehension and to the integration of new knowledge. ● become independent critical thinkers by: analyzing, evaluating, and examining information in order to make responsible decisions. ● learn about history from multiple perspectives and develop well-informed conclusions about historical and present-day events based on research and use of credible evidence. ● back up their analysis with ample pieces of evidence to justify their thinking. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● <i>AMSCO Advanced Placement European History 2nd edition.</i> Perfection Learning, 2022. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Essays: <ul style="list-style-type: none"> ○ Document Based Essays (DBQs) ○ Long Essay Questions (CCOT, Causation, Comparison and Contextualization) ● Projects/Presentations: <ul style="list-style-type: none"> ○ Enlightenment Salon ○ Industrial Revolution Theme Park ○ Gallery Walks ○ Research Essays ● Taking the AP Exam is an end-of-course requirement. 	



Course Name: 1960s	Course Number: HIST350
Level: College-Prep	Credit(s): 1 US History
Course Length: Semester	Course Type: Traditional
Course Description: This 1960s course is fun but also challenging. The course will offer a thematic approach and will address such issues as the Civil Rights movement, the Kennedy assassination, the Vietnam War, student protest, the counterculture movement and the Feminist movement. This course will give you an opportunity to speak (and write) your mind, work with others, and broaden your thinking by exploring many different texts, videos, and case studies. Due to the nature of some of the content, parent permission is required for this course.	
Course Outcomes: Students will: <ul style="list-style-type: none">● become independent critical thinkers by: analyzing, evaluating, and examining information in order to make responsible decisions.● learn about history from multiple perspectives and develop well-informed conclusions about historical and present-day events based on research and use of credible evidence.● back up their analysis with ample pieces of evidence to justify their thinking.	
Course Materials & Texts*: <ul style="list-style-type: none">● Films: <i>Freedom Riders, Malcolm X, Selma, Mississippi Burning, The Kennedys: America's Emerald Kings, Cold Case: JFK, Dear America: Letters Home from Vietnam, Vietnam War Stories</i>● Texts: Various readings on John F. Kennedy, Vietnam, and the Civil Rights movement. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Presenting research as an FBI intern re: Cold Case "Who Killed Kennedy?"	



Course Name: Education and Society	Course Number: EDU 269
Level: Early College	Credit(s): 1 Elective (Dury), 3 (MCLA)
Course Length: Semester	Course Type: Early College
Prerequisite: None	Pathway(s): Liberal Arts; Education
<p>Course Description: This course asks students to critically examine the role of education in a diverse and pluralistic democracy. We will critically engage research in anthropology, sociology, education, economics, public policy, and elsewhere. The goal is to better understand how "education" works: what shapes educational achievement; where inequalities in educational achievements come from; how and why educational experiences and accomplishments result in better social, economic and health outcomes; and how educational institutions might be improved. As such, students will examine the relationship between democracy and education in democratic cultures. Students will develop an awareness of race, ethnicity, class, gender and other lines of difference, and explore how schooling might be structured in ways that build equity and justice. Students will collectively draw on our individual backgrounds and experiences; read and discuss research and other scholarship; debate and argue about the issues; consider how academic issues play out in the community; and challenge and transform our ideas about education.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● Understand the curricular traditions that inform what is taught in contemporary schools ● Examine the purposes of schools within a democratic society ● Become familiar with ongoing educational reform initiatives and policy debates in American schooling ● Explore issues of diversity in public schools and its impact on teaching, learning, and relationships among teachers, schools and society ● Be able to discuss issues of equity in education and the structural changes needed to address inequities ● Learn how schools are funded and the impact of policy mechanisms on education ● Form an argument supported by scholarly literature ● Publicly debate and critically discuss educational issues ● Form strategic plans to make social change ● Work collaboratively with peers 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● TBD <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Unit Research Papers/Projects ● Socratic Seminars ● Research Based Presentations 	



Course Name: Introduction to Criminal Justice	Course Number: SOCI300
Level: College-Prep	Credit(s): 1 Civics
Course Length: Semester	Course Type: Traditional
Course Description: <p>Introduction to Criminal Justice is a semester-long course focused on helping students examine the basics of the criminal justice system in the United States. This course is intended for students interested in going into the criminal justice field and those wanting to learn more about their rights as citizens and how they participate. Students will be given the opportunity to analyze how the criminal justice system is intended to function, as established by the <i>U.S. Constitution</i> and then go deeper by evaluating key events to see moments when the system is successful while also times it falls short. During our study of the American criminal justice system we will be discussing and learning about a wide variety of topics that will involve rather mature content. For example, we will be using the trial of OJ Simpson as a case study during our time in class, which will involve the examination of harassment, verbal and emotional abuse, physical harm, and murder. All students are expected to be able to participate in class activities, and use healthy strategies for self awareness and care.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● improve their writing skills by creating well-evidenced essays on historical topics highlighting clarity and precision.● become active and engaged readers. Specific reading selections are assigned daily. Note-taking is essential to comprehension and to the integration of new knowledge.● become independent critical thinkers by: analyzing, evaluating, examining, and synthesizing information in order to make responsible decisions.● learn about history from multiple perspectives and develop well-informed conclusions about historical and present-day events based on research and use of credible evidence.● back up their analysis with ample pieces of evidence to justify their thinking.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>O.J.: MADE IN AMERICA</i> (ESPN)● <i>Just Mercy</i>● <i>Introduction to Criminal Justice Administration</i> by Brenton Roncace● Mock trial documents● Assorted news articles and opinion-focused videos● Assorted primary and secondary sources. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Argumentative essays with use of credible evidence.● Independent and group research projects.● Guest speakers to give an overview of their experience and address student questions.	

STEM

STEM is the study of science, technology, engineering, and mathematics (STEM). In addition to subject-specific learning, STEM aims to foster inquiring minds, logical reasoning, and collaboration skills.

MATHEMATICS



Course Name: Algebra I	Course Number: MATH100
Level: College-Prep	Credit(s): 1 Math
Course Length: Semester	Course Type: Traditional
Course Description: Algebra I is designed to provide students with opportunities to build understanding of important mathematical concepts and develop fluency with key skills as described in the Massachusetts Mathematics Curriculum Frameworks. It is also designed to provide students with multiple opportunities to demonstrate progress toward grade-span (grades 9-12) mastery of the Standards for Mathematical Practice. Algebra I is a prerequisite math course for all other math courses offered at Drury High School.	
Major Course Content: <ul style="list-style-type: none">● Solving Equations and Inequalities● Linear Equations<ul style="list-style-type: none">○ Slope intercept form, Point slope form, Standard form● Linear Functions● Systems of Linear Equations and Inequalities<ul style="list-style-type: none">○ Solving by: Graphing, Substitution, Elimination● Piecewise Functions● Exponents and Exponential Functions● Polynomials and Factoring● Quadratic Functions, Solving Quadratic Equations	
Supporting/Additional Content: <ul style="list-style-type: none">○ Working with Functions○ Statistics	
Course Outcomes: Students will: <ul style="list-style-type: none">● deepen understanding of linear and exponential relationships.● compare and contrast linear and exponential relationships and engage in methods for analyzing, solving, and using quadratic functions.● extend the laws of exponents to square and cube roots.● apply linear models to data that exhibit a linear trend.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>Envision Math Algebra I, Common Core.</i> Savvas Learning Company, 2018.	
* All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● iReady diagnostic exams● Benchmarks: Entrance exam, Midterm exam, and Final exam	



Course Name: Algebra I Honors	Course Number: MATH100H
Level: Honors	Credit(s): 1 Math
Course Length: Semester	Course Type: Traditional
Course Description: Algebra I Honors is designed to provide students with rich opportunities to build understanding of important new mathematical concepts and develop fluency with key skills as described in the Massachusetts Mathematics Curriculum Frameworks. It is also designed to provide students with multiple opportunities to demonstrate progress toward and/or achieve grade-span (grades 9-12) mastery of the Standards for Mathematical Practice. Algebra I Honors moves at an accelerated pace and goes in more depth than Algebra I. <i>Major Course Content:</i> <ul style="list-style-type: none">● Solving Equations and Inequalities● Linear Equations<ul style="list-style-type: none">○ Slope intercept form, Point slope form, Standard form● Linear Functions● Systems of Linear Equations and Inequalities<ul style="list-style-type: none">○ Solving by: Graphing, Substitution, Elimination● Piecewise Functions● Exponents and Exponential Functions● Polynomials and Factoring● Quadratic Functions, Solving Quadratic Equations <i>Supporting/Additional Content:</i> <ul style="list-style-type: none">○ Working with Functions○ Statistics	
Course Outcomes: Students will: <ul style="list-style-type: none">● deepen and extend understanding of linear and exponential relationships.● compare and contrast linear and exponential relationships and engage in methods for analyzing, solving, and using quadratic functions.● extend the laws of exponents to square and cube roots.● apply linear models to data that exhibit a linear trend.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>Envision Math Algebra I, Common Core.</i> Savvas Learning Company, 2018. * All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● iReady diagnostic exams● Benchmarks: Entrance exam, Midterm exam, and Final exam	



Course Name: Geometry	Course Number: MATH200
Level: College-Prep	Credit(s): 1 Math
Course Length: Semester	Course Type: Traditional
Course Description: Geometry is designed to provide students with opportunities to build understanding of important mathematical concepts and develop fluency with key skills as described in the Massachusetts Mathematics Curriculum Frameworks. It is also designed to provide students with multiple opportunities to demonstrate progress toward grade-span (grades 9-12) mastery of the Standards for Mathematical Practice.	
Major Course Content: <ul style="list-style-type: none">● Foundations of Geometry<ul style="list-style-type: none">○ Inductive Reasoning, Deductive Reasoning, Conditional Statements○ Writing Proofs● Parallel and Perpendicular Lines<ul style="list-style-type: none">○ Proving using slopes● Transformations<ul style="list-style-type: none">○ Reflections, Translations, Rotations● Triangle Congruence and Relationships in Triangles● Quadrilaterals and Other Polygons● Similarity in Right Triangles and Trigonometry	
Supporting/Additional Content: <ul style="list-style-type: none">○ Coordinate Geometry○ Circles○ Two- and Three-Dimensional Models○ Probability	
Course Outcomes: Students will: <ul style="list-style-type: none">● learn to solve geometric problems and formulate geometric arguments by:<ul style="list-style-type: none">○ establishing criteria for congruence of triangles based on rigid motions and similarity of triangles based on dilations and proportional reasoning.○ applying the Pythagorean Theorem to the coordinate plane.○ proving basic geometric theorems.○ extending work with probability.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>Envision Math Geometry, Common Core.</i> Savvas Learning Company, 2018.	
* All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● Benchmarks: Entrance exam, Midterm exam, and Final exam	



Course Name: Geometry Honors	Course Number: MATH200H
Level: Honors	Credit(s): 1 Math
Course Length: Semester	Course Type: Traditional
Course Description: Geometry Honors is designed to provide students with rich opportunities to build understanding of important new mathematical concepts and develop fluency with key skills as described in the Massachusetts Mathematics Curriculum Frameworks. It is also designed to provide students with multiple opportunities to demonstrate progress toward and/or achieve grade-span (grades 9-12) mastery of the Standards for Mathematical Practice. Geometry Honors moves at an accelerated pace and goes in more depth than Geometry.	
Major Course Content: <ul style="list-style-type: none">● Foundations of Geometry<ul style="list-style-type: none">○ Inductive Reasoning, Deductive Reasoning, Conditional Statements○ Writing Proofs● Parallel and Perpendicular Lines<ul style="list-style-type: none">○ Proving using slopes● Transformations<ul style="list-style-type: none">○ Reflections, Translations, Rotations● Triangle Congruence and Relationships in Triangles● Quadrilaterals and Other Polygons● Similarity in Right Triangles and Trigonometry	
Supporting/Additional Content: <ul style="list-style-type: none">○ Coordinate Geometry○ Circles○ Two- and Three-Dimensional Models○ Probability	
Course Outcomes: Students will: <ul style="list-style-type: none">● learn to solve geometric problems and formulate geometric arguments by:<ul style="list-style-type: none">○ establishing criteria for congruence of triangles based on rigid motions and similarity of triangles based on dilations and proportional reasoning.○ applying the Pythagorean Theorem to the coordinate plane.○ proving basic geometric theorems.○ extending work with probability.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>Envision Math Geometry, Common Core</i>. Savvas Learning Company, 2018.	
* All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● Benchmarks: Entrance exam, Midterm exam, and Final exam	



Course Name: Algebra II: Insight to Understanding Mathematical Thinking	Course Number: MATH250
Level: College-Prep	Credit(s): 1 Math
Course Length: Semester	Course Type: Traditional
Course Description: Algebra II is designed to build upon the algebraic foundation developed in Algebra I. The course is designed to prepare students for further study in mathematics and other related fields. Algebra II is designed to provide students with opportunities to build understanding of important mathematical concepts and develop fluency with key skills as described in the Massachusetts Mathematics Curriculum Frameworks. It is also designed to provide students with multiple opportunities to demonstrate progress toward grade-span (grades 9-12) mastery of the Standards for Mathematical Practice. <i>Major Course Content:</i> <ul style="list-style-type: none">● Review of Algebra I Content:<ul style="list-style-type: none">○ Operations with real numbers, Linear functions, Systems of equations, and Inequalities● Quadratic Functions and Equations<ul style="list-style-type: none">○ Solving by factoring and by using the quadratic formula● Polynomial Functions● Rational Functions, Rational Exponents, and Radical Functions<ul style="list-style-type: none">○ Graphs, Properties, and Applications● Exponential and Logarithmic Functions<ul style="list-style-type: none">○ Graphs, Properties, and Applications <i>Supporting/Additional Content:</i> <ul style="list-style-type: none">○ Complex numbers<ul style="list-style-type: none">■ Performing operations and graphing○ Trigonometric Functions, Equations, and Identities<ul style="list-style-type: none">■ Graphs, Properties, and Applications■ Solving right triangles using trigonometry■ Simplifying expressions and solving equations using trigonometric identities	
Course Outcomes: Students will: <ul style="list-style-type: none">● develop an understanding of algebraic concepts and problem-solving skills to apply to real-world problems.● expand understandings of functions and graphing to include trigonometric functions.● extend understanding of exponential functions to logarithmic functions.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>Envision Math Algebra II, Common Core.</i> Savvas Learning Company, 2018. * All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● Benchmarks: Entrance exam, Midterm exam, and Final exam	



Course Name: Algebra II Honors	Course Number: MATH250H
Level: Honors	Credit(s): 1 Math
Course Length: Semester	Course Type: Traditional
Course Description: Algebra II Honors is an advanced course that builds upon the algebraic foundation developed in Algebra I. The course is designed to prepare students for advanced study in mathematics, science, engineering, and other related fields. Algebra II Honors is designed to provide students with rich opportunities to build understanding of important new mathematical concepts and develop fluency with key skills as described in the Massachusetts Mathematics Curriculum Frameworks. It is also designed to provide students with multiple opportunities to demonstrate progress toward and/or achieve grade-span (grades 9-12) mastery of the Standards for Mathematical Practice. Algebra II Honors moves at an accelerated pace and goes in more depth than Algebra II. <i>Major Course Content:</i> <ul style="list-style-type: none">● Review of Algebra I Content: Linear functions, Systems of equations, and Inequalities● Quadratic Functions and Equations● Polynomial Functions● Rational Functions, Rational Exponents, and Radical Functions<ul style="list-style-type: none">○ Graphs, Properties, and Applications● Exponential and Logarithmic Functions<ul style="list-style-type: none">○ Graphs, Properties, and Applications <i>Supporting/Additional Content:</i> <ul style="list-style-type: none">○ Complex numbers<ul style="list-style-type: none">■ Performing operations and graphing○ Trigonometric Functions, Equations, and Identities<ul style="list-style-type: none">■ Graphs, Properties, and Applications■ Solving right triangles using trigonometry■ Simplifying expressions and solving equations using trigonometric identities	
Course Outcomes: Students will: <ul style="list-style-type: none">● develop a deep understanding of algebraic concepts and problem-solving skills to apply to real-world problems and to think critically and creatively when approaching complex problems.● expand understandings of functions and graphing to include trigonometric functions.● extend understanding of exponential functions to logarithmic functions.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>Envision Math Algebra II, Common Core.</i> Savvas Learning Company, 2018. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● Benchmarks: Entrance exam, Midterm exam, and Final exam	



Course Name: Financial Math	Course Number: MATH300
Level: College-Prep	Credit(s): 1 Math
Course Length: Semester	Course Type: Traditional
Course Description: Financial Math focuses on taking the concepts that students learned in algebra 1, such as solving systems of equations, graphing, and basic logic and applying them to the real world. Students will also learn the basics of financial literacy.	
Course Content: <ul style="list-style-type: none">● Introduction to Personal Finance● Budgeting Basics; Saving Money● Credit and Debt; Consumer Awareness● Career Readiness; College Planning● Financial Services● The Role of Insurance● Income and Taxes● Housing and Real Estate● Investing and Retirement● Global Economics	
Course Outcomes: Students will: <ul style="list-style-type: none">● review and reinforce skills and concepts practiced in Algebra I:<ul style="list-style-type: none">○ solving linear equations and inequalities,○ graphing linear equations and inequalities,○ solving systems of equations,○ factoring polynomials,○ solving rational expressions,○ manipulating square roots,○ solving quadratic equations.● deepen their understanding of how to save and plan for their future.● analyze how loans, credit, and interest work in a variety of situations.● gain an understanding of the intricacies of retirement savings and investments.	
Course Materials & Texts*: <ul style="list-style-type: none">● Ramsey, Dave. <i>Foundations in Personal Finance</i>.	
* All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Chapter Tests (matching the content areas listed above)● Final Project - Students will create a plan for their next 5 years, including but not limited to, budgets, living/ work situations and other related and relevant information.	



Course Name: PreCalculus	Course Number: MATH150
Level: Early College	Credit(s): 1 Math (Drury); 3 (MCLA)
Course Length: Semester	Course Type: Early College
Prerequisite: None	Pathway(s):
<p>Course Description:</p> <p>PreCalculus focuses on 4 critical areas.</p> <ol style="list-style-type: none"> 1. Deepening and extending our understanding of functions including, but not limited to polynomial functions, exponential functions, rational functions and logarithmic functions. 2. Broadening and introducing trigonometric concepts. 3. Polar coordinates and conic systems 4. Solving systems of equations using matrices. At the end of this course, students who score meeting or higher on 80% of the PreCalculus standards, 80% of the time, will move on to the AP Calculus course, which students can take prior to challenging the AP exam for college credit. 	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> • algebraically manipulate functions, equations, and expressions. • translate mathematical information between representations. • communicate with precise language, and provide rationales for conclusions. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> • To be determined <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> • Unit Exams 	



Course Name: Introduction to Statistics	Course Number: MATH-232
Level: Early College	Credit(s): 1 Math (Drury); 3 (MCLA)
Course Length: Semester	Course Type: Early College
Prerequisite: 2 credits in math	Pathway(s): Liberal Arts; Education
<p>Course Description:</p> <p>This course is the equivalent of taking an introductory college statistics class and students will receive college credit at MCLA for passing this course. This course will examine descriptive statistics, probability, sampling theory and inferential statistics. Students will learn proper techniques for gathering and analyzing data, as well as how to use technology to solve statistical problems.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● design and carry out a proper statistical study, and use their data to produce a convincing statistical argument. ● explore data. ● sample and experiment. ● anticipate patterns. ● understand and apply statistical inference. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● Bock, David; Velleman, Paul; De Veaux, Richard; Bullard, Floyd. <i>Stats, Modeling the World, 5th Edition</i>. Pearson, 2019. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Design and carry out a proper statistical study, and use their data to produce a convincing statistical argument. 	



Course Name: PBL Stats: What are the Odds?	Course Number: STATS100
Level: College-Prep	Credit(s): 1 Math
Course Length: Semester	Course Type: PBL
Course Description: In this project-based learning course, students examine real world statistical analyses that occur in everyday life, such as sports, medical diagnoses, games, and investments.	
Course Outcomes: Students will: <ul style="list-style-type: none">● examine how statistics work in the real world.● analyze the impact of statistical risks and rewards.● apply their knowledge of statistics to a real world project.	
Course Materials & Texts*: <ul style="list-style-type: none">● Bock, David; Velleman, Paul; De Veaux, Richard; Bullard, Floyd. <i>Stats, Modeling the World, 5th Edition</i>. Pearson, 2019.● <i>Jerry and Marge Go Large</i> - film based on a true story <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Students will create a portfolio for a chosen topic to see if they can beat the odds.<ul style="list-style-type: none">○ Examples include: NCAA March Madness, Fantasy Football, winning the lottery, etc.● Students' portfolios will be presented in a PBL showcase.	

COMPUTER SCIENCE



**DRURY
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Course Name: Computer Science Essentials	Course Number: PLTWSCI100
Level: College-Prep	Credit(s): 1 Drury
Course Length: Semester	Course Type: PLTW
Course Description: <p>Computer Science Essentials is a course designed to introduce students to the fundamentals of computer science and prepare them for further study in this field. Through the Project Lead the Way curriculum, students will learn about app creation, VEX robotics, and Python (text-based) programming.</p> <p>The first part of the course covers app creation, where students will learn the basics of designing and building mobile applications for Android devices using App Inventor. Students will learn how to create interactive user interfaces, use event handlers to trigger app behaviors, and incorporate multimedia elements into their apps.</p> <p>The second part of the course covers VEX robotics, where students will learn how to build and program robots using the VEX Robotics platform. Students will learn about robot design principles, electrical and mechanical systems, and how to program their robots using VEX Coding Studio.</p> <p>The third part of the course introduces students to the Python (text-based) programming language. Students will learn the basics of programming, including variables, data types, and control structures, and how to apply these concepts to solve real-world problems using Python.</p>	
Course Outcomes: <p>Students will:</p> <ul style="list-style-type: none">• work in teams to design, build, and test their own mobile apps and robots.• apply their programming skills to solve real-world problems.• build a strong foundation in computer science and be well-equipped to succeed in further study in this field.• develop critical thinking and problem-solving skills that will be useful in all areas of life.	
Course Materials & Texts*: <ul style="list-style-type: none">• Project Lead The Way (PLTW) Curriculum <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">• Unit exams• Final Project - Students apply the collaboration, technical, and communication skills that they have developed to solve an authentic problem that is relevant to them.	



Course Name: Cybersecurity	Course Number: PLTWCYSEC100
Level: College-Prep	Credit(s): 1 Drury
Course Length: Semester	Course Type: PLTW
Course Description: <p>Cybersecurity is a course designed to introduce students to the fundamentals of cybersecurity and prepare them for further study in this field. Through the Project Lead the Way curriculum, students will learn about cybersecurity concepts, digital forensics, and ethical hacking. Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.</p> <p>The first part of the course covers cybersecurity concepts, where students will learn about common cybersecurity threats, such as malware, phishing, and social engineering, and how to protect against them. Students will also learn about cryptography and how it is used to protect data.</p> <p>The second part of the course covers digital forensics, where students will learn how to gather and analyze digital evidence to investigate cybercrimes. Students will learn how to use digital forensics tools to collect and analyze data from various sources, such as computers and mobile devices.</p> <p>The third part of the course introduces students to ethical hacking, where students will learn how to identify and exploit vulnerabilities in computer systems in order to improve their security. Students will learn how to use tools such as Wireshark to conduct penetration testing and vulnerability assessments.</p>	
Course Outcomes: <p>Students will:</p> <ul style="list-style-type: none">• work in teams to analyze and respond to simulated cyber attacks.• learn how to secure computer systems and networks using industry-standard techniques.• build a strong foundation in cybersecurity and will be well-equipped to succeed in further study in this field.• develop critical thinking and problem-solving skills that will be useful in all areas of life.• gain hands-on experience with digital forensics and ethical hacking.	
Course Materials & Texts*: <ul style="list-style-type: none">• Project Lead The Way (PLTW) Curriculum <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">• Unit exams	



Course Name: Dual Enrollment Computer Science Principles	Course Number: CSI300
Level: Dual-Enrollment	Credit(s): 1 Drury; BCC
Course Length: Semester	Course Type: Dual-Enrollment
<p>Course Description:</p> <p>Computer Science Principles (CSP) using Microsoft MakeCode is a course designed to introduce students to the fundamentals of computer science. CSP is also aligned with the College Board AP Computer Science Principles Exam requirements. Through the Microsoft MakeCode curriculum, students will learn about computer programming, problem-solving, and creativity. CSP is also a dual enrollment class with Berkshire Community College.</p> <p>The first part of the course covers computer programming, where students will learn the basics of programming using block-based programming language in Microsoft MakeCode. Students will learn about variables, conditionals, loops, and functions, and how to apply these concepts to solve real-world problems.</p> <p>The second part of the course focuses on problem-solving, where students will learn how to decompose problems, design algorithms, and develop efficient solutions. Students will learn how to apply computational thinking concepts to solve problems in a variety of contexts, including social issues, art, and music.</p> <p>The third part of the course emphasizes creativity, where students will learn how to use computer programming to create their own games. Students will learn how to design game mechanics, create game sprites and animations, and implement game physics. They will also learn how to add audio effects and music to their games.</p>	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● apply their knowledge and skills through project-based learning. ● work collaboratively to design, build, and test their own games. ● play and critique games designed and built by peers. ● develop critical thinking and problem-solving skills. ● have hands-on experiences with computer programming and game development using Microsoft MakeCode. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● Curriculum from code.org and Microsoft Make Arcade (as adapted by the instructor) <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● The ultimate goal of the course is for each student to create their own game that showcases their creativity and programming skills. 	

SCIENCE



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North Adams Public Schools

Course Name: Biology	Course Number: BIO100
Level: College-Prep	Credit(s): 1 Science
Course Length: Semester	Course Type: Traditional
<p>Course Description: This course is designed to provide a general background for the understanding of the science of Biology. This course develops an appreciation of the beauty of life from its simplest composition at the molecular level to the global spectrum of complex ecological issues. It deals with the basic principles and processes in the study of biology. It covers life processes and interactions at the cellular, organism, population, and ecosystem levels. The emphasis will be on the similarities of living things and the importance of biological variation to the survival of the planet. Approaching biology in this way affords the opportunity of using Biology content to foster tolerance among students and increase their appreciation for all human differences.</p> <p>This course is designed for students who wish to pursue general college preparatory studies. The goal of this course is to provide students with an in-depth analysis of biology that meets the Massachusetts curriculum requirements. Students will build knowledge from data collected through laboratory experimentation and various other learning activities as outlined in the curriculum resources.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● understand that life has certain characteristics and begins at a molecular level. ● identify the roles of organic macromolecules and their monomers in multicellular and unicellular organisms. ● develop an understanding of how cells are the basic unit of form and function in living things. ● investigate and compare the flow of energy through the processes of photosynthesis and respiration. ● investigate and explain the process of how multi-cellular organisms grow as a result of cell reproduction. ● investigate, represent, and explain how genetic traits are passed down from parents to their offspring. ● investigate, model and explain the process of meiosis. ● investigate, model and explain how DNA is considered the blueprint of life. ● investigate and explain natural selection and how it contributes to a population change. ● demonstrate how populations are constantly changing due to limiting factors. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● Miller, Kenneth & Levine, Joseph. <i>Biology</i>. Savvas Learning Company. 2019. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Unit exams ● Benchmark Exams: Entrance exam, Midterm exam, Final exam ● The culmination of this course is the state's MCAS biology exam. 	



Course Name: Biology Honors	Course Number: BIO100H
Level: Honors	Credit(s): 1 Drury
Course Length: Semester	Course Type: Traditional
Course Description: <p>This course is an introduction to the basic biological principles and methods used in science. It is designed to encourage students to interact with the material and to understand how experiments explain the interrelationships between organisms and their environment.</p> <p>Biology Honors is designed to exceed state curriculum requirements, challenge students' abilities and take responsibility for their learning. This course will involve significant independent work and laboratory experimentation in preparation for further studies in honors and college level science.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● formulate an answer to the question, "How do organisms live and grow?".● understand cell function and reproduction, the role of proteins in living systems, and the cellular processes of cellular respiration and photosynthesis.● formulate an answer to the question, "How and why do organisms interact with their environment, and what are the effects of these interactions?".● understand factors affecting biodiversity and populations, cycling of matter and flow of energy among organisms in an ecosystem.● formulate answers to the questions, "How are characteristics of one generation passed to the next? Where does genetic diversity come from?".● understand genetic variation in a population, mechanisms of genetic inheritance and the causes of gene mutation and how it alters gene expression.● formulate an answer to the question, "What evidence shows that different species are related?".● understand how natural selection and evolution may result in new species, and how trends in populations relate to advantageous heritable traits in specific environments.● develop models, construct explanations, and communicate information regarding science and engineering practices.● understand how to use multiple models to make predictions and develop explanations based on evidence and scientific reasoning to evaluate and analyze real-world problems.	
Course Materials & Texts*: <ul style="list-style-type: none">● Miller, Kenneth & Levine, Joseph. <i>Biology</i>. Savvas Learning Company. 2019. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit exams● Benchmark Exams: Entrance exam, Midterm exam, Final exam● The culmination of this course is the state's MCAS biology exam.	



Course Name: Chemistry	Course Number: CHEM200
Level: College-Prep	Credit(s): 1 Science
Course Length: Semester	Course Type: Traditional
Course Description: <p>This course is designed for students who wish to pursue general college preparatory studies. The goal of this course is to provide students with an in-depth analysis of chemistry that meets the Massachusetts curriculum requirements. Students will build knowledge from data collected through laboratory experimentation and various other learning activities as outlined in the curriculum resources. Chemistry uses the <i>Experience Chemistry</i> curriculum resources, through which students investigate various anchoring phenomena and use an inquiry-based approach to learning the concepts and skills in Chemistry.</p> <p><i>Course Content:</i></p> <ul style="list-style-type: none">● Atoms, Elements, and Molecules<ul style="list-style-type: none">○ Atomic Structure, The Periodic Table, and Chemical Bonding● Understanding Chemical Reactions<ul style="list-style-type: none">○ Properties, Chemical Quantities, Chemical Reactions, Stoichiometry, Thermochemistry● The Behavior of Gases● The Dynamics of Chemical Reactions<ul style="list-style-type: none">○ Reaction Rates and Equilibrium, Acid-Base Equilibria, and Oxidation-Reduction Reactions	
Course Outcomes: <p>Students will:</p> <ul style="list-style-type: none">● model by describing models, creating models, and analyzing and interpreting models.● solve problems using mathematical relationships.● use experimentation and research to develop scientific claims supported by evidence.	
Course Materials & Texts*: <ul style="list-style-type: none">● Moore, Christopher and Wysession, Michael. <i>Experience Chemistry</i>. Savvas Learning Company, 2021. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● Laboratory experiments and performance-based assessments● Benchmarks: Entrance exam, Midterm exam, and Final exam	



Course Name: Chemistry Honors	Course Number: CHEM 200H
Level: Honors	Credit(s): 1 Science
Course Length: Semester	Course Type: Traditional
Course Description: <p>This course is designed for students who wish to pursue an in-depth study of chemistry. It is designed to exceed state curriculum requirements and challenge students' abilities. Students will be prepared for further studies in honors and college-level science courses. Honors Chemistry uses the <i>Experience Chemistry</i> curriculum resources, through which students investigate various anchoring phenomena and use an inquiry-based approach to learning the concepts and skills in chemistry.</p> <p><i>Course Content:</i></p> <ul style="list-style-type: none">● Atoms, Elements, and Molecules<ul style="list-style-type: none">○ Atomic Structure, The Periodic Table, and Chemical Bonding● Understanding Chemical Reactions<ul style="list-style-type: none">○ Properties, Chemical Quantities, Chemical Reactions, Stoichiometry, Thermochemistry● The Behavior of Gases● The Dynamics of Chemical Reactions<ul style="list-style-type: none">○ Reaction Rates and Equilibrium, Acid-Base Equilibria, and Oxidation-Reduction Reactions	
Course Outcomes: Students will: <ul style="list-style-type: none">● model by describing models, creating models, and analyzing and interpreting models.● solve problems using mathematical relationships.● use experimentation and research to develop scientific claims supported by evidence.	
Course Materials & Texts*: <ul style="list-style-type: none">● Moore, Christopher and Wyssession, Michael. <i>Experience Chemistry</i>. Savvas Learning Company, 2021. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● Laboratory experiments and performance-based assessments● Benchmarks: Entrance exam, Midterm exam, and Final exam	



Course Name: Physics	Course Number: PHYSICS300
Level: College-Prep	Credit(s): 1 Science
Course Length: Semester	Course Type: Traditional
Course Description: <p>This course is designed for students who wish to pursue general college preparatory studies. The goal of this course is to provide students with an in-depth analysis of chemistry that meets the Massachusetts curriculum requirements. Students will build knowledge from data collected through laboratory experimentation and various other learning activities as outlined in the curriculum resources. Physics uses the <i>Experience Physics</i> curriculum resources, through which students investigate various anchoring phenomena and use an inquiry-based approach to learning the concepts and skills in physics.</p> <p><i>Course Content:</i></p> <ul style="list-style-type: none">● Forces and Motion<ul style="list-style-type: none">○ Modeling Motion, Forces - Gravitational, Electric, Magnetic, Forces in Materials● Energy Conversion<ul style="list-style-type: none">○ Energy, Collisions, Thermal Energy, Electromagnetic Energy● Waves and Electromagnetic Radiation<ul style="list-style-type: none">○ Waves, Wave Behavior and Energy, Particle-Wave Duality, Electromagnetic Radiation and Matter	
Course Outcomes: Students will: <ul style="list-style-type: none">● model by describing models, creating models, and analyzing and interpreting models.● solve problems using mathematical relationships.● use experimentation and research to develop scientific claims supported by evidence.	
Course Materials & Texts*: <ul style="list-style-type: none">● Cochran, Geraldine; Moore, Christopher; Sterlace, Jason; & Wyssession, Michael. <i>Experience Physics</i>. Savvas Learning Company, 2022. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams (matching the content areas listed above)● Laboratory experiments and performance-based assessments● Benchmarks: Entrance exam, Midterm exam, and Final exam	



Course Name: Physics Honors	Course Number: PHYSICS300H
Level: Honors	Credit(s): 1 Science
Course Length: Semester	Course Type: Traditional
Course Description: This course is designed for students who wish to pursue an in-depth study of physics. It is designed to exceed state curriculum requirements and challenge students' abilities. Students will be prepared for further studies in honors and college-level science courses. Honors Physics uses the <i>Experience Physics</i> curriculum resources, through which students investigate various anchoring phenomena and use an inquiry-based approach to learning the concepts and skills in physics. <i>Course Content:</i> <ul style="list-style-type: none">• Forces and Motion<ul style="list-style-type: none">◦ Modeling Motion, Forces - Gravitational, Electric, Magnetic, Forces in Materials• Energy Conversion<ul style="list-style-type: none">◦ Energy, Collisions, Thermal Energy, Electromagnetic Energy• Waves and Electromagnetic Radiation<ul style="list-style-type: none">◦ Waves, Wave Behavior and Energy, Particle-Wave Duality, Electromagnetic Radiation and Matter	
Course Outcomes: Students will: <ul style="list-style-type: none">• model by describing models, creating models, and analyzing and interpreting models.• solve problems using mathematical relationships.• use experimentation and research to develop scientific claims supported by evidence.	
Course Materials & Texts*: <ul style="list-style-type: none">• Cochran, Geraldine; Moore, Christopher; Sterlace, Jason; & Wyssession, Michael. <i>Experience Physics</i>. Savvas Learning Company, 2022. <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">• Unit Exams (matching the content areas listed above)• Laboratory experiments and performance-based assessments• Benchmarks: Entrance exam, Midterm exam, and Final exam	



Course Name: Advanced Biology 2	Course Number: BIO300
Level: Advanced	Credit(s): 1 Science
Course Length: Semester	Course Type: Advanced
<p>Course Description: This course is designed to be the equivalent of a first semester biology college course. While you learn the various topics presented in this course, you will also be exposed to advanced topics, techniques, and practices that will give you an edge over other students during your first year in college. AP Biology includes two essential components:</p> <p><i>Science Practices:</i></p> <ol style="list-style-type: none"> 1. Explain biological concepts, processes, and models presented in written format. 2. Analyze visual representations of biological concepts and processes. 3. Determine scientific questions and methods. 4. Represent and describe data. 5. Perform statistical tests and mathematical calculations to analyze and interpret data. 6. Develop and justify scientific arguments using evidence. <p><i>Course Content:</i></p> <ol style="list-style-type: none"> 1. Evolution - The process of evolution drives the diversity and unity of life. 1. Energetics - Biological systems use energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis. 2. Information Storage and Transmission - Living systems store, retrieve, transmit, and respond to information essential to life processes. 3. Systems Interactions - Biological systems interact, and these systems and their interactions exhibit complex properties. 	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● identify and explain the core scientific principles, theories, and processes governing living organisms and biological systems. ● analyze scientific evidence. ● use experimentation and research to develop scientific claims supported by evidence. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● Morris, James; Castignetti, Domenic; Lepri, John, Relyea, Rick. <i>Biology for the AP Course</i>. Bedford, Freeman, & Worth. 2022. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Lab Experiments ● Unit Exams ● *OPTIONAL AP Biology Exam to be taken in May - in addition to Flex opportunities to prepare for the AP exam. 	



Course Name: Introduction to Chemistry I	Course Number: ECCHEM150
Level: Early College	Credit(s): 1 Science (Drury); 4 (MCLA)
Course Length: Semester	Course Type: Early College
Prerequisite: 1 Science Credit	Pathway(s): Health Science, Liberal Arts
<p>Course Description: This course is designed to be the equivalent of a first semester general chemistry college course. While you learn the various topics presented in this course, you will also be exposed to advanced topics, techniques, and practices that will give you an edge over other students during your first year in college. Early College Chemistry includes two essential components:</p> <p><i>Science Practices:</i></p> <ol style="list-style-type: none"> 1. Describe models and representations, including across scales. 2. Determine scientific questions and methods. 3. Create representations or models of chemical phenomena. 4. Analyze and interpret models and representations on a single scale or across multiple scales. 5. Solve problems using mathematical relationships. 6. Develop an explanation or scientific argument. <p><i>Course Content:</i></p> <ol style="list-style-type: none"> 1. Atomic Structure and Properties 2. Molecular and Ionic Compound Structure and Properties 3. Intermolecular Forces and Properties 4. Chemical Reactions 5. Kinetics 6. Thermodynamics 7. Equilibrium 8. Acids and Bases 9. Applications of Thermodynamics 	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● model by describing models, creating models, and analyzing and interpreting models. ● solve problems using mathematical relationships. ● use experimentation and research to develop scientific claims supported by evidence. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● Chang, Raymond. <i>Chemistry, Eleventh Edition, Update</i>. McGraw-Hill, 2014. ● Moore, Christopher and Wyssession, Michael. <i>Experience Chemistry</i>. Savvas Learning Company, 2021. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Unit Exams (matching the content areas listed above) ● Laboratory experiments and performance-based assessments ● Research Based Presentations 	



Course Name: Advanced Environmental Science	Course Number: ENVIRON300
Level: Advanced	Credit(s): 1 Drury Science
Course Length: Semester	Course Type: Advanced
<p>Course Description:</p> <p>The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. It is required that students have the opportunity to spend a minimum of 25% of instructional time engaged in hands-on, inquiry-based laboratory and/or fieldwork investigations.</p> <p>Course Content:</p> <ul style="list-style-type: none"> ● The Living World: Ecosystems, Biodiversity ● Populations ● Earth Systems and Resources ● Land and Water Use ● Energy Resources and Consumption ● Atmospheric Pollution ● Aquatic and Terrestrial Pollution ● Global Change <p>Science Practices:</p> <ul style="list-style-type: none"> ● Concept Explanation ● Visual Representations ● Text Analysis ● Scientific Experiments ● Data Analysis ● Mathematical Routines ● Environmental Solutions 	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● identify and analyze natural and human-made environmental problems. ● evaluate the relative risks associated with these problems. ● examine alternative solutions for resolving or preventing these problems. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● Withgott, Jay & Laposata, Matthew. <i>Environment: The Science Behind the Story, 7th Edition, AP Edition</i>. Pearson, 2021. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Unit Exams ● *OPTIONAL AP Environmental Exam to be taken in May - in addition to Flex opportunities to prepare for the AP exam. 	



Course Name: Human Biology	Course Number: BIOL-105
Level: Early College	Credit(s): 1 Science (Drury); 3 (MCLA)
Course Length: Semester	Course Type: Early College
Prerequisite: 1 credit in Biology	Pathway(s): Health Science; Liberal Arts
<p>Course Description:</p> <p>Human Biology is designed as a concurrent enrollment opportunity with MCLA to provide students with the knowledge about the structure and function of the human body. Students will develop the ability to critically evaluate a large number of issues in this field, as presented in scientific publications and the news media. Students will gain a foundation essential for making knowledgeable decisions regarding quality of life. Students will be encouraged to share experiences based on their own culture and gender. Students will also be given a series of lab practicals to assess dissection techniques as well as the identification of organs and body structures.</p>	
<p>Course Outcomes: Students will:</p> <ul style="list-style-type: none"> ● explain the relation between form and function in human biology, as expressed in molecular, cellular, and whole-organism physiology. ● recognize the anatomical structures and explain the physiological functions of each body system. ● evaluate the quality of scientific information on the basis of its source and methods used to generate it. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● <i>Human Biology, 16th Edition, Mader/Windelspect (2019)</i> <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Unit Exams ● Performance-Based Assessments / Lab Practical ● Final Research Project - Students will research a disease, the medications used to prevent / treat / cure the disease, and the body systems affected by the disease and medications. Students will write a summary of the implications of the disease and medications on specific body systems, and present their findings to the class. 	



Course Name: Advanced Psychology	Course Number: PSYCH75
Level: Advanced Placement	Credit(s): 1 Science
Course Length: Semester	Course Type: Advanced
Course Description: <p>Advanced Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Introduces students to the science of psychology, presenting the basic principles of mental processes and behavior. To introduce the process of empirical investigation, research participation is required.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● explore and conduct research around the multiple approaches to psychology (Functionalism, Structuralism, Behavioral, Cognitive, Psychoanalytic, Evolutionary, Socio-Cultural, Social and Developmental).● analyze the efficacy of multiple research methods (Correlational studies, Longitudinal Studies, Case Studies, Surveys, Experiments, Double Blind Experiments, Placebo Experiments).● investigate notable experiments and describe what they indicate about human nature, function, and capacity (Pavlov's dogs, Little Albert, Bobo Dolls, Milgram, Stanford Prison, etc.).● identify the biological bases of behavior and the function of the brain, nervous and endocrine systems on mental processing.● examine learning styles, personality types, and cognition to better understand their own decision making.● debate the role of nature and nurture throughout each unit of study.	
Course Materials & Texts*: <ul style="list-style-type: none">● David G. Myers and C. Nathan Dewall, <i>Psychology for the AP Course, 3rd ed.</i> BFW, 2018 <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Unit Exams● Free Response Question Essays● Research paper, project and or presentation on a unit of study determined by the student● Protege Lesson● *OPTIONAL AP Psychology Exam to be taken in May - in addition to Flex opportunities to prepare for the AP exam.	



Course Name: Forensics	Course Number: SCI250
Level: College-Prep	Credit(s): 1 Drury
Course Length: Semester	Course Type: PBL
Course Description: This course is designed for students who are interested in the practical application of the core science courses (biology, chemistry and physics) in solving crimes. Students will apply the scientific process to forensic analysis, procedures and principle of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Students will perform virtual and hands-on labs, analyze fictional and real crime scenarios, research court cases and complete a comprehensive portfolio to demonstrate their knowledge and understanding of key concepts.	
Course Outcomes: Students will: <ul style="list-style-type: none">● use knowledge and skills in using forensic tools to formulate and test hypotheses, properly collect data, and write responsible conclusions.● research criminal cases, examine evidence and make reasonable conclusions.● express knowledge of the key concepts through completion of a series of portfolio assignments.	
Course Materials & Texts*: <ul style="list-style-type: none">● None required <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● The culmination of this course is a portfolio that demonstrates knowledge of key concepts within each topic covered.	



Course Name: Practical Nursing	Course Number: SCI275
Level: College-Prep	Credit(s): 1 Science
Course Length: Semester	Course Type: PBL
Course Description: Practical Nursing is designed to provide students with the opportunity to explore the structure and function of the human body using the nursing process including assessment, diagnosis, planning, implementation, and evaluation.	
Course Outcomes: Students will: <ul style="list-style-type: none">● apply critical thinking skills to the nursing process and the care of patients.● develop their knowledge and skills in practical nursing, including the components of the nursing process, critical thinking, and methods of the therapeutic nurse-patient relationship.● practice communication with the patient, family members, and other members of the healthcare team.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>The Human Body in Health and Disease, 7th Edition, Patton/Thibodeau (2018)</i>● <i>The Human Body in Health and Disease Study Guide, 7th Edition, Swisher/Patton/Thibodeau (2018)</i> <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● This semester-long, project-based class provides an excellent introduction to the healthcare field and the role of a nursing assistant. Students will learn the skills needed to work as a nursing assistant and will use their skills in cooperation with a local nursing home to make connections with elderly patients.	

MULTI-DISCIPLINARY PROJECT-BASED LEARNING COURSES



**DRURY
HIGH SCHOOL**
North Adams Public Schools



Course Name: Mirror, Mirror on the Wall	Course Number: CHEMHIST250
Level: College-Prep	Credit(s): 0.5 Chemistry; 0.5 World History
Course Length: Semester	Course Type: PBL
<p>Course Description:</p> <p>Beauty is an idea, and everybody's idea of beauty is unique. This course will explore the definition of beauty and examine how we try to live up to an ideal of beauty. Students will have a chance to investigate how beauty standards have evolved over time and across cultures, and they will also investigate the chemistry of beauty.</p>	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● learn that beauty comes in every color of the rainbow and is unique to each and every individual. ● understand that beauty is a set of societal conventions, and that those conventions change. ● develop a stronger sense of self. ● examine the chemistry of beauty and how beauty products are created and tested. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● <i>The Looks Book: A Whole New Approach to Beauty, Body Image, and Style.</i> R. Odes, E. Drill, H. Mcdonald, 2002. <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● Students will create their own beauty or skincare product using safe chemicals. 	



Course Name: Audio on Demand - Locals, Legends, and Life: Storytelling & Investigative Podcast Writing	Course Number: ENGARTS301
Level: College-Prep	Credit(s): 0.5 ELA, 0.5 Arts Technology
Course Length: Semester	Course Type: PBL
Course Description: <p>Audio on Demand will empower you to unleash your voice and create podcasts about locals, legends and life that inspire, inform, and entertain. This course will cover the art of storytelling and the fundamentals of podcasting. You'll also develop critical thinking and communication skills as you analyze and evaluate existing podcasts, conduct interviews, and learn how to write effective podcasts. Throughout this hands-on course you will learn about ethical considerations in podcasting as well as how to create inclusive and diverse content that respects and represents different perspectives.</p>	
Course Outcomes: Students will: <ul style="list-style-type: none">● analyze and evaluate the history, evolution, and medium of podcasting.● craft compelling narratives that are ethical, inclusive, and diverse.● gather information, conduct research, and interviews.● record, edit, and produce podcast with software	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>Podcasting Made Simple: The Step by Step Guide on How to Start a Successful Podcast from the Ground up</i> by Daniel Larson & Jake Fielding● <i>Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds</i> by Carmine Gallo● Additional short stories, articles etc. as determined by the teacher <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Create Drury Podcast Season 2 (a series of Podcasts written and published on a free Podcast platform). Students use the medium of storytelling to share information gathered from interviews from community members, such as Drury Alumni, to investigate the ordinary and the extraordinary tales of life.	



Course Name: That's Debatable	Course Number: ELECTIVE302
Level: College-Prep	Credit(s): 0.5 English, 0.5 Civics
Course Length: Semester	Course Type: PBL
Course Description: Debate Dynamics is a project-based course that immerses students in the world of debate, empowering them with essential techniques and strategies for success. The course delves into various debate formats, such as Lincoln Douglas, Policy, Public Forum, and Congressional Debate. In this class, current events, controversial topics, and thought-provoking questions will be explored. Students are expected to participate in class-wide debates in a supportive and collaborative environment.	
Course Outcomes: Students will: <ul style="list-style-type: none">● develop and apply advanced debate techniques and strategies across multiple debate formats.● analyze and construct persuasive arguments based on current events and case studies.● demonstrate effective collaboration and peer feedback to foster a supportive learning environment.	
Course Materials & Texts*: <ul style="list-style-type: none">● To be determined <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Debate Showcase: Students will participate in a class-wide debate showcase, presenting well-researched and persuasive arguments in their chosen debate format. They will be assessed on their argumentation, presentation skills, and adherence to the rules of the specific debate format.	



Course Name: Building an Athlete	Course Number: ANATOMY300
Level: College-Prep	Credit(s): 0.5 Anatomy, 0.5 Physical Education
Course Length: Semester	Course Type: PBL
Course Description: In this project-based learning course, students develop and use models to illustrate key functions of human body systems and the effects of various situations and/or stimuli on specific body systems. <i>Course Concepts:</i> <ul style="list-style-type: none">● Nutrition<ul style="list-style-type: none">○ Digestive System● Strength and Conditioning<ul style="list-style-type: none">○ Skeletal System○ Muscular System● Cardiovascular Training<ul style="list-style-type: none">○ Respiratory System○ Cardiac System● Injury Prevention and Maintenance (Including yoga and stretching)<ul style="list-style-type: none">○ All Body Systems● Effects of Drugs and Toxins<ul style="list-style-type: none">○ Excretory System○ Endocrine System	
Course Outcomes: Students will: <ul style="list-style-type: none">● design a program for maximizing performance for an individual athlete. The resulting portfolio will include a nutritional guide, strength and conditioning plan, and appropriate rest and recovery.● create additional portfolio assignments / projects to include the physiological responses of the body systems when drugs and toxins enter the body.	
Course Materials & Texts*: <ul style="list-style-type: none">● None required <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Portfolio with program components to maximize performance for an individual athlete	



Course Name: D.I.Y - A Culture of Creativity (Upcycle Trash to Treasure)	Course Number: ARTCCC
Level: College-Prep	Credit(s): 0.5 Visual Art; 0.5 History
Course Length: Semester	Course Type: PBL
<p>Course Description:</p> <p>Students will dive deep into self-expression by creating altered articles of clothing, repurposed items of furniture, self-published zines, wall hangings, and have the chance to sell handmade items through the creation of a personal website or business plan and during the final showcase. We will explore the history and culture of Do It Yourself throughout modern times and customize our own presentation of self. Projects include, but are not limited to, screen printing, sewing, altering articles of clothing and furniture. Create branding and online marketing for your original handmade items. For example, if you are in a band or are a performer, you can create merchandise and advertising for your band or performances.</p>	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> • become skilled creators: sewing, screenprinting, embroidery, clothing alteration, upholstery. • become more driven artists who can benefit financially from their creations through creating a business plan, marketing plan, and website or social media to sell their handmade creations. • become more confident in self-expression by presenting work in the final showcase. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> • Student supplied: Clothing items to be repurposed, one piece of small furniture to repurpose, any other items with potential to repurpose. <p>* All other course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> • Final Showcase of upcycled art including: one piece of furniture, a wall-hanging, altered outfit, and any handmade items for sale • Online Gallery Management • Written Reflections with Connections to Historical Movements 	



Course Name: Chemistry of Baking and Cooking	Course Number: CHEM175
Level: College-Prep	Credit(s): 0.5 Chemistry, 0.5 Nutritional Science
Course Length: Semester	Course Type: PBL
Course Description: Chemistry of Baking and Cooking: Testing a variety of ingredients and understanding their chemical reactions.	
Course Outcomes: Students will: <ul style="list-style-type: none">● plan and prepare a four-course meal (appetizer, salad, entree, dessert) and provide recipes for each component.● experiment using various ingredients to determine their chemical properties and how they affect recipes and food products.● analyze various food products that can be used as substitutions in recipes per allergies and sensitivities.● create a budget and shopping list to make healthy decisions (high nutritional value, substantial calories, following dietary restrictions, etc.) within budget constraints.	
Course Materials & Texts*: <ul style="list-style-type: none">● <i>Experience Chemistry</i> - Savvas● Dave Ramsey - Personal Finance * All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Plan and prepare a four-course meal (appetizer, salad, entree, dessert) and provide a budget, shopping list, and recipes for each component.● The class will create a book of all projects and make it available to the school and North Adams community.	



Course Name: Disease and Society	Course Number: HEALTHHIST200
Level: College-Prep	Credit(s): 0.5 World History, 0.5 Public Health
Course Length: Semester	Course Type: PBL
Course Description: The goal of this course is to introduce students to the concept of diseases and the impact they have on society. We will examine diseases of the past, present, and future and the impacts they have on both citizens and structures of societies. We will examine the science behind the causes, diagnosis, prevention, and treatment of diseases. Students will examine what makes a society more susceptible to diseases and what societies can do to combat large outbreaks. Students will create a project that links their knowledge from the course to Berkshire County and the Covid-19 Pandemic.	
Course Outcomes: Students will: <ul style="list-style-type: none">• create a public service announcement about how to protect people from infectious disease.• create a local oral history documentary about how the COVID pandemic impacted the Berkshires.	
Course Materials & Texts: All course materials and texts will be provided by Drury High School	
Final Products, Performances or Culminating Events: At the end of the course, students will create an oral history of how the Covid-19 Pandemic impacted Berkshire county through interviews with healthcare professionals, politicians, educational professionals, students and community members. This oral history (either podcast or video) will be shared with the community at the community PBL showcase.	



Course Name: How to Stress Like a Genius (HS)	Course Number: PSYCH50
Level: College-Prep	Credit(s): 0.5 English, 0.5 Psychology
Course Length: Semester	Course Type: PBL
<p>Course Description:</p> <p>Based on neurobiology, students will try multiple wellness strategies to develop their skills with managing their personal stressors and triggers. Students will utilize casel.org competencies in Socio-emotional Wellness, to prepare their own playbooks for overcoming mental health issues, common stressors, and personal traumas. Students will also dive into the physiological progression of how stress can impact their bodies.</p>	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● examine the impact of stress on the body. ● identify each student's personal stressors and triggers. ● explore different strategies to help manage stress and anxiety. ● create a playbook with proven strategies that work for each student. ● share their playbooks with other students as a resource for teens. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> ● Coping Skills for Teens Workbook ● Casel Frameworks ● Teen Breathe Series <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> ● After learning about different strategies to reduce stress, students will write their own personal stress-reducing playbooks with the different strategies that worked for them and how they helped reduce their stress and anxiety. ● Students will then share their playbooks with others at the bi-annual showcase. 	



Course Name: Be the Change	Course Number: CIVICS201
Level: College-Prep	Credit(s): 0.5 English, 0.5 Civics
Course Length: Semester	Course Type: PBL
<p>Course Description:</p> <p>On November 8, 2018, Governor Charlie Baker signed <u>Chapter 296 of the Acts of 2018, <i>An Act to Promote and Enhance Civic Engagement</i></u>, which includes provisions related to student-led civics aligned to the History and Social Science Curriculum Framework. As a result, schools across Massachusetts will engage in Civics in thoughtful and meaningful ways. A high-quality student-led civics project should follow these six stages grounded in action civics:</p> <p>Stage 1: Examine Self and Civic Identity Stage 2: Identifying an Issue Stage 3: Researching and Investigating Stage 4: Developing an Action Plan Stage 5: Taking Action Stage 6: Reflecting and Showcasing</p>	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> gain core knowledge that relates to civics and government, economics, geography, and history, including the rights and responsibilities established by the Constitution and how to exercise them in local, state, and national government. identify, assess, interpret, describe, analyze and explain matters relating to civic life, knowing how to make and support arguments using logical reasoning, and the ability to use the political process to take <i>informed action</i>. build capacity for listening, and capacity for communicating in ways accessible to others, including engaging with varying points of view and ideas in civil discourse. complete a civics project that relates to a community need. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> None required <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> Student-led Civics Project Participation in local and state showcase 	



Course Name: The Game of Life	Course Number: ELECTIVE301
Level: College-Prep	Credit(s): 0.5 Math, 0.5 Elective
Course Length: Semester	Course Type: PBL
Course Description: The Game of Life is a course built on the idea of Milton Bradley's first game, The Checkered Game of Life in 1860. If you've ever played it the game simulates a person's travels through their life, from early adulthood to retirement and beyond, with college and career exploration, and relationships along the way. In this course, students will have the opportunity to explore college and career options, financial obligations and responsibilities, making healthy decisions, and learning important adult coping and life skills. Students will get the opportunity to hear from numerous guest speakers and lecturers, learn life saving first aid skills, and even craft a budget based on where students see themselves after high school.	
Course Outcomes: Students will: <ul style="list-style-type: none">● explore career and college options● understand fiscal responsibility and the importance of budgeting● discuss and describe healthy decision making and coping skills● demonstrate life saving first aid capabilities	
Course Materials & Texts*: <ul style="list-style-type: none">● None required <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Create a 5 year plan including a budget based on where students see themselves after high school● First Aid and CPR certification● Health connected research project	

COLLEGE AND CAREER READINESS

The College and Career Readiness program gives students an opportunity to explore their career interests while still enrolled in high school.



**DRURY
HIGH SCHOOL**
North Adams Public Schools

Course Name: Internship	Course Number: INTERN
Level: College-Prep	Credit(s): 1 Elective
Course Length: Semester	Course Type: Traditional
<p>Course Description:</p> <p>This class is geared for students who wish to take a closer look into a possible career. Students may or may not leave school grounds to work closely with members of the community and gain insight into the ins and outs of that specific career.</p> <p>This course also includes serving as a Peer Mentor, which allows students to work closely with both teachers and other students. Peer mentors will complete daily tasks, assist students with writing or other classroom projects, and assist teachers with classroom duties, including designing bulletin boards and planning lessons and units. Only students who are interested in the education pathway will be placed in this field.</p>	
<p>Course Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> • receive hands-on experience in the field of their internship. • learn college and career readiness skills. • engage in the Portrait of a Graduate competencies. 	
<p>Course Materials & Texts*:</p> <ul style="list-style-type: none"> • To be determined <p>* All course materials and texts will be provided by Drury High School</p>	
<p>Final Products, Performances or Culminating Events:</p> <ul style="list-style-type: none"> • Create a personalized internship plan 	



Course Name: Yearbook / Internship	Course Number: ELECTIVE100
Level: College-Prep	Credit(s): 1 Elective
Course Length: Semester	Course Type: Traditional
Course Description: This internship course teaches students about the creation and publication of the school's annual yearbook. Students use TreeRing software to upload content, edit and build the yearbook then send it off to the publisher to print.	
Course Outcomes: Students will: <ul style="list-style-type: none">● design the layout for this year's yearbook .● work on time management skills by meeting deadlines.● develop organizational habits and other executive functioning skills.	
Course Materials & Texts*: <ul style="list-style-type: none">● Tree Ring Software <p>* All course materials and texts will be provided by Drury High School</p>	
Final Products, Performances or Culminating Events: <ul style="list-style-type: none">● Published Yearbook	

APPENDIX A: EARLY COLLEGE SAMPLE SCHEDULES

DRURY HIGH SCHOOL

Sample Schedules for grades 9-12 for the Drury Early College Pathway

These sample schedules are what a typical student in the Early College Pathway would have access to take over their four years at Drury. For the full list of Drury course offerings, see the Drury Program of Studies.

Grade 9

Eight high school credits, plus up to three college credits (pending qualifying score on Advanced Placement exam at the end of the course)

Period	Semester 1	Semester 2
1 7:45-9:09	Health & Physical Education	Elective: Intro to TV Production
2 9:32-10:56	History: Advanced Placement Human Geography	Science: Honors Biology
Lunch 10:56-11:26	Lunch	Lunch
3 11:29-12:53	ELA: Honors English 9	Foreign Language: Spanish 1
4 12:56-2:20	Elective: Visual Arts	Math: Honors Algebra 1

Grade 10

Eight high school credits, plus up to nine college credits

Period	Semester 1	Semester 2
1 7:45-9:09	Science: Honors Chemistry	Health & Physical Education
2 9:32-10:56	History: Early College US History to 1877	History: Early College US History From 1877
Lunch 10:56-11:26	Lunch	Lunch
3 11:29-12:53	Math: Honors Geometry	ELA: Honors English 10
4 12:56-2:20	Foreign Language: Spanish 2	Elective: Early College Intro to Drawing

Summer after Grade 10:

Recommendation: take one free MCLA college early college class (worth an average of three college credits)

Grade 11

Eight high school credits, plus up to twelve college credits (pending qualifying score on Advanced Placement exams at the end of the courses)

Period	Semester 1	Semester 2
1 7:45-9:09	Science: Advanced Placement Biology	Foreign Language: Spanish 3
2 9:32-10:56	Math: Honors Algebra 2	Math: Early College Pre-Calculus
Lunch 10:56-11:26	Lunch	Lunch
3 11:29-12:53	Science: Honors Physics	Health & Physical Education
4 12:56-2:20	History: Early College World History	ELA: Early College Writing

Summer after Grade 11:

Recommendation: take one free MCLA college dual-enrollment class (worth an average of three college credits)

Grade 12

Eight high school credits, plus up to twenty one college credits (pending qualifying score on Advanced Placement exams at the end of the courses)

Period	Semester 1	Semester 2
1 7:45-9:09	Health & Physical Education	Elective: Early College Intro to Theatre
2 9:32-10:56	Elective: Early College Introduction to Sociology	Science: Early College Human Biology
Lunch 10:56-11:26	Lunch	Lunch
3 11:29-12:53	Science: Dual Enrollment College Chemistry	Math: Early College Statistics
4 12:56-2:20	ELA: Advanced Placement English Literature and Composition	History: Early College Superheroes and American Society

By the end of their four years at Drury, a student in the honors pathway would not only have 32 high school credits (far exceeding the minimum graduation requirements) but also may have up to 50 college credits or more, nearly the amount required for an Associate's Degree.

If you have any questions about scheduling or opportunities at Drury High School, please contact guidance counselors Kathy Morgan (kmorgan@napsk12.org), Jaime Hamilton (jhamilton@naps12.org), or principal Stephanie Kopala (skopala@napsk12.org). We would be happy to answer any questions or follow up with a phone call or a meeting to help support our Drury students on their path toward college and career readiness.

APPENDIX B: EDGENUITY COURSES

ENGLISH LANGUAGE ARTS

ENGLISH 9: This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer’s *The Odyssey* and Richard Connell’s “The Most Dangerous Game.” They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

ENGLISH 10: This sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature, literary nonfiction, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the e-Writing software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

ENGLISH 11: This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Martin Luther King, Jr., F. Scott Fitzgerald and Sandra Cisneros.

ENGLISH 12: This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Edgar Allan Poe, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

MATHEMATICS

ALGEBRA I: This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students’ understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways.

GEOMETRY: This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane.

ALGEBRA II: This course focuses on functions, polynomials, collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions.

Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

FINANCIAL MATH: Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions

SOCIAL STUDIES

U.S. HISTORY I: This a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

U.S. HISTORY II: This a yearlong course that examines the major events and turning points of U.S. history from the Industrial Revolution through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on our country's rise to global prominence. Students will also examine the influence of social and political movements on societal change and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and among multiple perspectives.

SURVEY OF WORLD HISTORY: This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

U.S. GOVERNMENT: This course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.

SCIENCE

BIOLOGY: This compelling course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

CHEMISTRY: This course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

PHYSICS: This course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world.

ENVIRONMENTAL SCIENCE: Environmental science is a captivating and rapidly expanding field, and this course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

WORLD LANGUAGES

SPANISH I: Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. Writing and Speaking assignments will be graded by a DHS Spanish teacher.

SPANISH II: Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. Writing and Speaking assignments will be graded by a DHS Spanish teacher.

ELECTIVES

ART HISTORY I: Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth- and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

PSYCHOLOGY: Psychology will introduce students to the systematic study of the behavior and mental processes of human means and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. Students also learn about the methods psychologists use in their science and practice. The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses.

SOCIOLOGY: Providing insight into the human dynamics of our diverse society, this is an engaging, one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

STRATEGIES FOR ACADEMIC SUCCESS: Offers a comprehensive analysis of different types of motivation, study habits, and learning styles. This course encourages high school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.