

AMESBURY INNOVATION HIGH SCHOOL PROGRAM OF STUDY

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AMESBURY INNOVATION HIGH SCHOOL

MISSION STATEMENT

The Amesbury Innovation High School will exhibit an unconditional commitment to every child, ensuring all students experience success through the development of attitudes and skills necessary for lifelong learning. We will provide the highest quality staff, meaningful learning experiences, and a vitally involved community. Our goals include achievement as well as mastery of the skills needed to become workers, parents and citizens in a democratic society.

EXPECTATIONS

Upon graduation, students will be able to demonstrate the following:

- Civic literacy and citizenship
- Oral and written communication skills
- Social responsibility and ethics
- Technology literacy
- Initiative

MINIMUM REQUIREMENTS FOR GRADUATION – CLASS OF 2017

16 QUARTERS OF ENGLISH

16 QUARTERS OF MATH

12 QUARTERS OF SCIENCE

12 QUARTERS OF SOCIAL SCIENCES

3 QUARTERS OF S.E.L. COURSE

1 QUARTER OF HEALTH EDUCATION

3 QUARTERS OF PHYSICAL EDUCATION

40 HOURS OF COMMUNITY SERVICE

180 HOURS OF WORK/INTERNSHIP PLACEMENT

THE FOLLOWING ARE REQUIRED COURSES FOR EACH GRADE

- GRADE 9** English 9
Integrated Math I (CP)
Biology I
Modern World History
Physical Education – 1 qrt
Work/Internship
- GRADE 10** English 10
Biology II
Modern World History II
Integrated Math II
Physical Education – 1qrt
Work/Internship
- GRADE 11** English 11
Elective Science
U.S History I/Social Studies Elective
Integrated Math III
Work/Internship
- GRADE 12** English 12
Elective Science
U.S. History II/Social Studies Elective
Integrated Math IV
Work/Internship
Senior Seminar - 1qrt

PERSONAL AND SOCIAL DEVELOPMENT - SOCIAL EMOTIONAL LEARNING

Students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is a required course for all students.

INDIVIDUAL TEACHER GRADING POLICIES

Individual teacher grading policies will be distributed to students in the course syllabus.

CLASS RANK PROCEDURES

INC=INCOMPLETE

P = PASSING

F = FAILING

Grade	Grade Points	Grade Equivalents
A	4.0	94-100
A-	3.7	90-93
B+	3.4	87-89
B	3.1	83-86
B-	2.9	80-82
C+	2.6	77-79
C	2.3	73-76
C-	2.0	70-72
D+	1.7	67-69
D	1.4	63-66
D-	1.1	60-62
F	0.0	59-0

INC=INCOMPLETE

P = PASSING

F = FAILING

EARLY GRADUATION

If you have an approved credit review from your guidance counselor and principal, you may petition Amesbury Innovation High School to graduate early. Students must set up a meeting with the guidance counselor and academic teachers before September 30th of their senior year. A proposal by the student must be submitted at the time of the meeting. An early graduation petition is at the final discretion of the principal.

MEASURES OF ACADEMIC PROGRESS (MAP) TESTING

Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual. You'll have essential information about what each student knows and is ready to learn within 24 hours. This testing is administered to all students three times per year at the beginning, middle and end of the school year.

STUDENTS PLANNING HIGHER EDUCATION

Most colleges require candidates to take the scholastic achievement test (SAT 1-Reasoning Test) or the ACT administered by the College Entrance Examination Board or other similar type entrance tests. Some colleges require candidates to take the College Board (SAT II-Subject Test) in one or more fields. Still other colleges admit candidates without entrance examinations provided that a school official recommends the student. Since the entrance requirements are varied, it is advisable to check with your guidance counselor at an early date. As a general measure of achievement and for the experience it provides, it is recommended that students take the Preliminary Scholastic Aptitude Test (PSAT) in the tenth and eleventh grade. No set pattern of admission requirements applies to all institutions of higher learning. The guidance counselor will assist students in selecting colleges. Students who are preparing to enter college should select their courses from the areas of mathematics, science, and foreign languages with sufficient credits in each area to meet the requirements of the colleges they are applying to.

ELIGIBILITY FOR INTERSCHOLASTIC ACTIVITIES

All students at the AIHS are encouraged to participate in interscholastic activities. Each student's cumulative average must be passing a minimum of three classes out of four in order to be eligible to compete under the Massachusetts Interscholastic Athletic Association Rules. This rule pertains to athletics and other interscholastic programs. Details of these requirements are available in the Athletic Director's Office at Amesbury High School.

MCAS REQUIREMENT

All students must pass (score of 220+) the Language Arts, Math and Biology sections of the MCAS tests to be eligible for a diploma. Any student scoring below 240 (Proficient/Advanced is 240+) will have an Educational Proficiency Plan (EPP) to ensure progress toward proficiency. To be eligible to receive a diploma with a Competency Determination (CD) from the state, all students must complete the EPP or score in the Proficient or Advanced range on the MCAS.

ENGLISH DEPARTMENT

All required English classes are comprehensive courses that include reading literature, improving language arts, writing, speaking and listening skills, and learning proper research methods. Each course has been aligned to meet local and state framework standards designed to help students pass the state MCAS exams. All students planning to graduate must pass the MCAS Language Arts exam to receive a diploma. All students are also required to earn English credits each year; a chart that explains numbers of credits is included in the section "Requirements for Graduation." If a student fails any required course in English Language Arts, s/he must recover credits for that course with approval of the guidance counselor and teacher.

All courses in the English Department concentrate on developing student proficiency for the following School Expectations:

- **Students will develop an appreciation for literature.**
- **Students will access, comprehend, analyze and interpret information.**
- **Students will organize and convey ideas through communications.**
- **Students will define problems, develop strategies and evaluate, modify and implement solutions.**
- **Students will become expressive, coherent writers for a wide variety of purposes**
- **Students will demonstrate a sense of civic and social responsibility.**

In an effort to meet the individual needs and interests of all students, required courses in English are grouped according to the following standards:

FRESHMAN ENGLISH LANGUAGE ARTS: FOUR CREDITS ENG09CP

Length of Course: Full Year

Grade level: 9

Freshman English will explore the theme "Overcoming Adversity" through a variety of genres, including fiction (various kinds), nonfiction, drama, and poetry. Students will be required to compose a variety of written pieces addressing the theme of adversity and other related and/or interconnected ideas. The course will focus on improving student analytical and critical thinking skills as well as student self and community awareness. Students will be introduced to writing assignments requiring summarization, persuasion, and comparison and contrast. Grammar and vocabulary will be given attention as well so as to improve the overall quality of student written expression.

SOPHOMORE ENGLISH LANGUAGE ARTS: FOUR CREDITS

Length of Course: Full Year

Grade level: 10

Prerequisite: Successful completion of Freshman English

Sophomore English will expose students to a wide variety of literary genres including poetry, historical and contemporary fiction, multicultural fiction, science fiction, and drama. Students will examine various literary thematic concepts through exploration of the aforementioned genres, including major ideas related to good and evil, utopian and dystopian societies, and individual growth and change. Students will be taught reading comprehension and analytical skills to improve overall student reading ability. Various writing assignments will further strengthen student ability to compose analytical compositions, to compare and contrast, to summarize, and to persuade. Vocabulary and grammar will exist as a consistent element to class work as well.

JUNIOR ENGLISH LANGUAGE ARTS: FOUR CREDITS

Length of course: Full Year

Grade level: 11

Prerequisite: Successful completion of Sophomore English

Junior English will concentrate on the theme of character development and on the impediments to such development. Students will start the process of self-reflection by comparing their lives to certain existential aspect of characters in various literary pieces. More specifically, students will begin to think critically about “work” itself as major aspect of life that can improve or detract from character development and psychological well-being. Students will use their growing understanding to reflect upon their own lives and on the role they want employment and creative self-expression to play there within. Other units will explore how literary characters change by undertaking passionately felt goals and committing to ennobling values. Such will be used as another departure point for individual self-reflection, in this case related to student creative aspirations. During the course of the year students will further develop their ability to write tightly woven analytical and persuasive compositions related to the year’s thematic orientations. Related, students will be conduct research and compose at least two short research papers related to a class-selected topic. Grade-level vocabulary and grammar will continue to be a regular focus within the classroom setting.

SENIOR ENGLISH LANGUAGE ARTS: FOUR CREDITS

Length of Course: Full Year

Grade level: 12

Prerequisite: Successful completion of Junior English

Senior English will focus and expand upon on the interrelated themes of self exploration and expression initiated in the junior year. Using a wide variety of genres students will think more deeply and critically about self-expression and actualization and its potential connection to personal meaning and satisfaction. Thought will be given as well to the possible nature of human “maturity” and to the role the self-actualizing adult might play in the larger society. Such will be partially accomplished by investigating the self-actualizing tendencies, or lack thereof, of literary characters. Students will reflect critically on such characters and use this reflection to generate new thoughts and ideas concerning their own potential for creative growth and positive, life-enhancing change and development. Students will be expected to also generate at least two research papers related to the general topic of “self actualization” as well as a capstone project. Writing and grammar skills will be further cultivated and refined. Students will be given work with grade-level vocabulary as well so as to strengthen their command of the English language.

MATHEMATICS DEPARTMENT**Academic Expectations:**

- **Student will access, comprehend, analyze & interpret information**
- **Students will define problems, develop strategies, and evaluate, modify and implement solutions**
- **Students will demonstrate the use & application of technology**

(CP) INTEGRATED MATH I-IV FOUR CREDITS EACH YEAR

Length of course: Four Quarters Each Year

Grade level(s): 9-12

This series of courses for college preparatory students covers algebra, geometry, statistics, probability, and discrete math on a level appropriate for college-intending students. Topics include the real number system, simple equations, data analysis, coordinate graphs, systems of equations, ratios, and variation, linear and quadratic equations in two variables and basic geometry of lengths, volume and surface area. This series of courses is designed to cover all the topics required for the state competency test in mathematics. THESE COURSES REPLACE ALGEBRA I COLLEGE.

SCIENCE DEPARTMENT**Academic expectations:**

- **Students will recognize the place of science in human affairs and is able to communicate its roles.**
- **Student shows clear comprehension of basic scientific concepts and principles.**
- **Students will communicate required scientific knowledge with clarity, accuracy and precision.**
- **Students can demonstrate scientific reasoning across multiple disciplines.**
- **Students consistently show an awareness of laboratory safety procedures.**

(CP) BIOLOGY I AND II: FOUR CREDITS

Length of course: Full Year

Grade level(s): 9, 10

Introductory Biology I and II will cover the following topics: anatomy, cell theory, biochemistry, genetics, evolution and ecology. Demonstrations, laboratory investigations and hands-on activities are utilized to simplify harder concepts and for reinforcement.

ANATOMY AND PHYSIOLOGY

Length of course: Full Year

Grade level(s): 11, 12

Anatomy and Physiology will cover all the basics of human anatomy including units on the nervous system, muscle and skeletal systems, digestive system, endocrine system, and the circulatory system. Practice in note taking, diagramming, hands on activities are the main components of learning in this course.

BIOETHICS

Length of course: Full Year

Grade level(s): 11, 12

Bioethics will allow students to explore topics in popular, modern biology, and their ethical implications to society, and humanity in general. Topics such as human health, Genetic modification, Animal testing, will be covered as well as topics that will cycle in and out depending on what current issues are being hotly debated among the scientific and political communities. Focus on research methods, debate based arguments, and formal research papers will prepare students for appropriate participation in postsecondary science courses, as well as to properly forming and defending their opinions outside of a school setting.

ENVIRONMENTAL SCIENCE

Length of course: Full Year

Grade level(s): 11, 12

Environmental science will expand upon topics covered in basic biology such as ecology and the cycling of energy through an environment. Upon that scaffolding, we will build in the concepts of pollution, biomolecules, the effects of human activity on the planet, and other popular environmental topics. Students will leave with a basic knowledge of the current state of the environment and what responsibility our species bears in regard to the environment.

SOCIAL STUDIES DEPARTMENT

ALL students are required to take two (2) semesters of Modern World History I and II by the completion of their freshman/sophomore year. In addition, ALL students will take two (2) semesters of United States History I in their junior/senior year. Students may take Civics (Street Law/Constitutional Law) and/or Psychology as a Social Studies elective(s) in their junior/senior year. Social Studies classes are taught on a looped schedule so year of entry is the main factor as to when a student will take a particular class.

Academic Expectations:

- **Students will organize and convey ideas through communications**
- **Define problems, develop strategies and evaluate, modify and implement solutions**
- **Comprehend, analyze and interpret information**
- **Demonstrate civic and social responsibility**

(CP) MODERN WORLD HISTORY 1 & 2: FOUR CREDITS

(Age of Enlightenment through the Cold War)

Length of course: Full Year

Grade level: 9/10

Prerequisites: World History I.

This course for freshmen and sophomores will include the following topics: Enlightenment, American Revolution, French Revolution, Industrial Revolution, Spanish-American War, Imperialism, Growth of Western Democracies, the World Wars, the Cold War, and the End of European Colonialism. New boundaries in science, technology, and culture and the impact on the world economy will be surveyed.

(CP) UNITED STATES HISTORY I: FOUR CREDITS

Grade level: 11/12

Length of course: Full Year

Prerequisite: Modern World History

This course for juniors and seniors is a review of the Age of Exploration, Colonialism, the American Revolution, the early republic, expansion and conflict, industrialization and the north/south economic systems. The new immigrants and western migration of people will be studied as well as the causes and effects of the Civil War.

(CP) CIVICS (Street Law/Con. Law) AND SELECTED TOPICS IN UNITED STATES HISTORY: FOUR CREDITS

Grade level: 11/12 - Elective

Length of Course: Full Year

Any one of the four quarters can be taken on a "stand alone" basis; a student may take any one quarter of the course without having completed the prior quarter. Likewise, a student can complete one quarter of Civics without electing to take subsequent quarters. (Students must check with their Guidance Counselor to ensure that they have enough credit hours for graduation.) This course is designed to familiarize seniors with the structures of their local, state, and federal governments. Using various activities such as on-line research, examination of primary documents, personal interviews, seminar discussion, and field trips, students will examine the structures, powers, and impact of the Amesbury Municipal Government, the Commonwealth of Massachusetts, and the United States of America. Students will focus on attaining civic literacy to enable them to become knowledgeable participants in civic affairs. Students will also select one unit of the United States History II curriculum to study in detail via a film series. Past units students have selected have included World War II and The Contemporary Era. This course is tailored to meet individual student needs.

(CP) PSYCHOLOGY TWO CREDITS

Length of course: One semester each

Grade level: 11 & 12

Prerequisite: A passing grade on previous social studies courses. Must pass A to take B.

To gain insight into various schools of psychological thought, this junior and senior college prep course relates to how students think and act.

PSYCHOLOGY A: This first part of the course is designed to offer students some insight into human behavior. Emphasis is placed on such topics as: The History of Psychology, Methodology, Human Developmental Stages, Student's Learning Styles, Personality, and The Self.

PSYCHOLOGY B: This second part of the course is designed to offer senior students some insights into: the measurement of personality, intelligence, principles of learning, the thinking process, sensation, and perceptions, motivation and emotions, coping with stress and mental disorders and treatments.

PHYSICAL EDUCATION

The Amesbury Innovation High School offers a co-ed program to all boys and girls in grades 9-11. The Physical Education program is an integral part of the educational program of the school which develops the individual student both physically and emotionally. The major emphasis is placed on physical fitness and health as well as knowledge and skills learned in the various activities. These activities include

Academic Expectations

- **Work cooperatively to solve group problems.**
- **Set aside achievable goals, monitor and assess personal progress**
- **Demonstrate regular and effective participation in physical activity for personal growth, fitness and enjoyment**

HEALTH EDUCATION - ELECTIVE

Academic Expectations

- **Work cooperatively to solve group problems.**
- **Set aside achievable goals, monitor and assess personal progress**
- **Adopt a healthy lifestyle and develop**

HEALTH: TWO CREDITS

Length of course: One Semester

Appropriate grade level(s): 9 and 10

This course is mandatory for all sophomores. Students will study issues that contribute to a healthful lifestyle. The focus of the course is making responsible choices and decisions. Some topics are wellness, sexuality, alcohol and other drugs, nutrition and relationships.

WORK STUDY/INTERNSHIP PROGRAM

The Work Study/Internship program at Amesbury Innovation High School is designed to provide students with first-hand knowledge of career paths through exposure to work and internship environments. The program is an integral part of the overall curriculum and ties classroom instruction with supervised activities in the community. A variety of career awareness options are available for each of the four years of the high school experience. Our goal is to provide students with information on possible careers and information on how to pursue those careers. We would also like all students to feel connected to their community and to know the career opportunities that exist in the area. Students are required to complete either internship or employment each year for a minimum of 160 hours each year.

DEVELOPMENTAL GUIDANCE 1 Credit Per Grade Yearly

Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem solving and critical-thinking skills. All courses include a college and career exploration and planning component.

PERSONAL DEVELOPMENT 2 (Advising) 2 Credits Yearly All Grades

Similar to Family Living courses, but more focused on the individual, Personal Development courses emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one's self and within others. These courses may also have a substance-abuse prevention component.

EXPLORATORIES**Academic Expectations:**

- **Students will communicate effectively using writing and speaking skills**
- **Students will use a variety of resources to gather and synthesize data**

Students will demonstrate knowledge to make healthy life choices

MUSIC COURSES**Academic Expectations for Music**

- **Students will organize and convey ideas through communications**
- **Define problems, develop strategies and evaluate, modify and implement solutions**
- **Comprehend, analyze and interpret information**
- **Demonstrate civic and social responsibility**

CREATIVE CRAFTS: ONE CREDIT

Length of Course: One Quarter

Appropriate grade level(s): 9, 10, 11, 12

Prerequisite: None

Students will participate in craft activities such as scrapbooking, glass mosaics, mask-making, photography and other artistic projects guided by an instructor in either a classroom or off-campus art studio.

COLLEGE OPPORTUNITIES FOR AMESBURY INNOVATION HIGH SCHOOL STUDENTS

At Amesbury Innovation High School we offer our students the opportunity to take college courses through our local community college for high school and college credit. We have offered juniors and seniors the opportunity to take advantage of this program and take some classes as electives for four years. There are several venues that are offered. These options include taking the course at Northern Essex Community College, taking a course on site at the high school with a professor from Northern Essex Community College or Salem State College, or taking a course on-line. The type of course that is taught on site will depend on student interest and enrollment. Taking courses online is becoming increasingly popular among our students. Students may also access Mass Colleges online at www.necc.mass.edu. This site will allow students to take a survey to find out if they would be a candidate for an online course and a listing of all online courses that students can access through Massachusetts state colleges. Not only can they take courses through Northern Essex Community College, but have the opportunity to take online courses at all of our state colleges and universities. Unfortunately, this program is not free. Scholarship assistance is available to students who are unable to pay the fee. Amesbury Educational Foundation, Inc (AEFI) is one source of these funds. Students need to take an assessment test at Northern Essex before registering for the course. If you are interested in taking a college course please see your guidance counselor to access all the appropriate paperwork. If you have additional questions or concerns please contact Bethany Noseworthy at noseworthyb@amesburyma.gov.

