salem SA academy
CHARTER SCHOOL

Program of Studies
2022-2023

As of 5/16/2022

Table of Contents

Mission

Salem Academy Charter School is a public school enrolling 480 students in grades six through twelve. The school's mission is to educate the City of Salem's diverse student population. Through a unique integration of college-preparatory classes with service to the community, the school graduates **informed, articulate,** and **proactive** individuals of strong character.

Learning Goals

Salem Academy's learning goals are the primary output in the school's mission statement and they are articulated in the school's cross-curricular standards (below). When students graduate, they should not only be informed (know information and have skills), but also be articulate (able to talk, think about, and present what they know), and proactive (able to take a position and act on what they have learned). Salem Academy Charter School's learning standards and benchmarks are designed to support students in achieving these learning goals.

Informed

1. Students will be able to read a wide range of texts from various subject areas with accuracy, fluency, comprehension, and stamina.

2. Students will know the basic terms, symbols, concepts, and principles of mathematics, humanities, languages, and science.

3. Students will understand and be able to use appropriate learning strategies, tools, technologies, and equipment.

Articulate

1. Students will be able to write clearly and effectively across disciplines and genres.

2. Students will be able to discuss what they are learning by asking and responding to questions.

3. Students will be able to present to a variety of audiences, with the aid of various supportive media, for different purposes.

Proactive

1. Students will be able to apply academic knowledge and skills in their daily lives.

2. Students will be able to pose questions or hypotheses and design and carry out research models in order to answer questions or solve problems.

3. Students will be able to evaluate information in order to form their own positions on issues.

Assessment and Grading

At Salem Academy, students are assessed on their academic achievement. This assessment or "grading" is not done in a traditional manner. Instead of assigning grades from "A" to "F" in a course, Salem Academy assesses students on a scale of 1 to 4 based on their academic progress toward specific objectives within each course.

How does it work? In each course at Salem Academy, there are clear academic objectives, called benchmarks, which outline what students need to know and be able to do when they finish the course. We recognize that all of our students have different experiences, styles and interests and that they do not all learn at the same pace. Therefore, teachers assess students when they begin a unit or course to determine how much students already know; they then continue to monitor student progress throughout the course. Teachers find out specifically what students have learned and where they need to spend more time. With this information, they can support students in the efforts to gain proficiency in the benchmarks for a given course.

Students receive scores every time they are assessed on a given benchmark. Their final benchmark grade demonstrates their level of proficiency at the end of a quarter or course. Benchmark grades are calculated using a formula which assumes that students learn over time and therefore weights assessments later in the year higher unless a student does not show progress. If there are fewer than three assessments for any given benchmark, the scores are averaged. In order to "pass" a course, students must demonstrate that they are "knowledgeable" by averaging above a 3 on their benchmarks for that course. The general rubric for scoring is shown below.

#	Performance Level	Description
1	**No Evidence**	No evidence of skills or understanding of content.
1.5	**Performing as a Novice**	Limited understanding of content; limited ability to perform skills.
2	**Developing**	Beginning understanding of content content/skill development.
2.5	**Progressing**	Progressing toward understanding of content/skill development.
3	**Proficient**	Basic understanding of content; demonstration of skill.
3.5	**Knowledgeable**	Strong understanding of content; consistent demonstration of skill.
4	**Accomplished**	Nuanced understanding of content; high fluency in performing skills.

Why this approach? We believe that traditional grading approaches do not provide sufficiently accurate or detailed information to parents/guardians, students, teachers and school administrators. Researchers have found that grades often assess not only academic achievement, but effort, behavior, attendance and other factors as well. Further, teachers weigh assignments differently, some factoring tests more heavily and others homework assignments so that a student

with the exact same scores in a class may be given different final grades by two different teachers. Perhaps the most critical reason for not using a traditional grading system is that it does not identify specific areas in which students are struggling and in which they are proficient. A "C" in science does not show whether a student is having difficulty with the concepts behind photosynthesis, if s/he has not yet mastered the process of designing an experiment, or if s/he has learned both well but has failed to participate in class. Detailed and accurate information about student performance allows Salem Academy teachers and staff to tailor instruction to the needs of its students.

What about effort and behavior? At Salem Academy, we put a tremendous emphasis on the importance of student effort and behavior. We believe that it is essential for students to be assessed in these areas and to receive feedback in the form of praise, recognition, or consequences for their behavior. However, we do not want to confuse these factors with academic achievement. We believe that it is unfair to students to "pass" them from one course to another because they have demonstrated high effort and responsibility if they have not yet learned the content and skills that they need. Likewise, it is unreasonable to insist that a student repeat academic material that s/he has already learned, simply because s/he has not yet learned to be responsible or cooperative. Our assessment system does not de-emphasize the importance of social behavior and development; rather, feedback on the social aspects of students' experiences at Salem Academy is provided through the teaching and reinforcement of our REACH norms.

What if I do not pass a course? If a student scores at or above a 2.7 (Upper School) or a 2.5 (Lower School) in up to two of his/her courses, s/he may be eligible to take a summer course or receive tutoring over the summer to demonstrate proficiency in the course material. Summer tutoring and classes are completed at the expense of the family. Salem Academy offers a limited summer school program, and also may be able to assist in identifying an alternate tutor or school, and in providing benchmark reports and books for tutoring. The school is not responsible for arranging outside services. Please see appendix for more information on summer school and credit recovery.

Dual Enrollment and Transfer Grades:

At the high school level, students may take a course outside of Salem Academy and seek to transfer that course credit and grade. Salem Academy will review transfer credits on a case by case basis to determine whether those grades and credits will be transferred, and whether they will count toward graduation distribution requirements. When considering grades earned outside of Salem Academy, administration will consider elements like the accreditation of the institution where the grades were earned, as well as the level of the institution. There are three types of grades that are transferred into a high school transcript:

1) *Dual Enrollment* courses are taken through our partnerships with Salem State and North Shore Community College. All dual enrollment courses are approved for credit and carry a GPA weight the same as an AP course. Students are eligible to transfer one grade per semester to be factored into their GPA.
2) *High School (online or in person)* courses may be transferred in as well, and the grade

will be translated to the 4 point scale using the table in the Salem Academy student handbook and college profile.

3) *Credit Recovery* courses are those taken to remediate a failing grade at Salem Academy. In the case of credit recovery, the initial Salem Academy grade will be edited to a 3.0 if the student earns the equivalent grade or above in an approved credit recovery course.

To earn transfer credit in any of the above ways, students must bring an official transcript to the Academic Operations and Assessment Coordinator.

Promotion Standards and Graduation Requirements

Salem Academy is committed to ensuring that all students graduate as informed, articulate and proactive individuals with strong character, prepared to succeed in college. Therefore, we insist that all students meet strict promotion standards and graduation requirements. Salem Academy Charter School's graduation requirements were determined after carefully examining the skills and courses that students need to enter and succeed in college.

Promotion Standards for Grades Six through Eight

All students in grades six through eight complete a rigorous course of study designed to prepare them for the challenges of upper grades' courses and then for college. All students are required to take courses in the five Academic Core areas.

According to Salem Academy policy, students earn a grade of 3.0 or higher in order to pass the course. If students do not reach proficiency in one class, they may be eligible to advance a grade level upon the successful completion of summer work. Students also need to earn proficiency in Service-Learning every year in order to advance to the next grade. If students do not meet proficiency in more than one academic course, they are retained in their current grade.

As a general guideline, if a student does not reach proficiency in two courses, but scores at or above 2.5 in those courses, s/he may enroll in summer school courses and demonstrate proficiency in order to move to the next grade. Summer tutoring and classes are completed at the expense of the family. Salem Academy may be able to assist in identifying a tutor or summer course, but the school is not responsible for arranging these services.

Service-Learning is an integral part of studies at Salem Academy Charter School. Students must pass their Service-Learning courses in order to advance to the next grade. If students do not pass their Service-Learning courses they may be retained or may be obligated to log service hours over the course of the summer.

Students must pass their electives classes called Choice Blocks. Students must take and pass Physical Education each year. First Form students take PE, Digital Citizenship and Art/Music or Band. In addition to PE, Second Form students must take and pass Health each year. For their

other electives, they are able to choose between Fine and Performing Arts and Technology Classes in music, visual arts, dance, and technology.

Promotion Standards and Graduation Requirements for Grades Nine through Twelve

Salem Academy encourages all students to challenge themselves every year by taking the most rigorous classes available to them and by following their interests within and outside of the classroom. In order to best prepare for their postsecondary experiences, we recommend that all students take and earn credits in all five Academic Core subjects every year.

In grades nine through twelve, promotion is based on the number of credits and the distribution of credits that students earn. For example, if a student earns proficiency in four Academic Core courses, but will not meet graduation requirements if promoted, s/he will be retained. If a student only earns proficiency in three Academic Core courses, but is still projected to meet graduation requirements, s/he may advance to the next grade.

In general, students need to meet the following credit and distribution requirements to be promoted to the next grade:

	Promotion to 10th	**Promotion to 11th**	**Promotion to 12th**	**Graduation**
Academic Core	12 credits	24 credits	39 credits	53.25+
Physical Education	.75 credits	1.5 credits	2.25 credits	3 credits
Service-Learning	1.5 credits	3 credits	4.5 credits	6 credits
Health	.75 credits	n/a	n/a	1.5 credits
Fine and Performing Arts	*must be on track to earn 2.25 total*	*must be on track to earn 2.25 total*	*must be on track to earn 2.25 totalt*	*2.25+*
Total Credits	15 total credits	28.5 total credits	46.5 total credits	At least 66 total credits

Graduation Credit and Distribution Requirements

Salem Academy requires that all students earn at least **60 credits** in addition to **6 credits** of service learning (for a total of **66 credits**) between grades 9 and 12 in order to graduate. One full-year equivalent course (meeting 5 days a week throughout the year) yields three credits. Quarter long Choice Block classes earn .75 credits, and semester long choice block classes earn 1.5 credits. Students have the potential to earn a total of 72 credits in four years if they earn credit for 6 full-year equivalent courses each year. Students must also earn an additional 6 credits (1.5 per year) in Service-Learning for a total of 78 possible credits in four years.

Credits in a full-year course	3

Credits in a Choice/Extensions	.75
Possible Credits (without service)	72
Required Credits (without service)	60
Required Service credits	6

Salem Academy Charter School requires that all students earn credits across Academic Core subjects in order to adequately prepare for college. The school dictates the credit distribution of a total of 63.75 credits (51 Academic Core, 3 physical education, 1.5 health, 2.25 fine and performing arts, and 6 Service-Learning) out of students' required 66 credits which they need to graduate. 2.25 of the 66 required credits may be elected by students. Distribution requirements are detailed below and a chart is included in the appendix.

English – Salem Academy requires all students to earn 12 credits in English between grades 9 and 12 (i.e. take and pass four full-year equivalent classes).

Foreign Language - Salem Academy requires all students to earn 9 credits in foreign language between grades 9 and 12 (i.e. take and pass three full-year equivalent classes). See Exceptions section.

History and Social Sciences - Salem Academy requires all students to earn 9 credits in history and social science courses between grades 9 and 12 (i.e. take and pass three full-year equivalent classes). Students must take United States history.

Mathematics - Salem Academy requires all students to earn 12 credits in mathematics between grades 9 and 12 (i.e. take and pass four full-year equivalent classes).

Science - Salem Academy requires all students to earn 9 credits in science courses between grades 9 and 12 (i.e. take and pass three full-year equivalent classes). One course must be a life science and one course must be a physical science.

Physical Education and Health – Salem Academy requires all students to earn 3 credits in physical education, .75 credits per year between grades 9 and 12. **By law, students must take physical education every year**. Students also need to earn 1.5 credits in health, including one health class in their 9th grade year and one in 12th grade.

Fine and Performing Arts – Salem Academy requires all students to earn 2.25 credits in fine arts courses between grades 9 and 12.

Service-Learning – Salem Academy requires all students to earn 6 credits in service learning between grades 9 and 12 including their Final Form Service Thesis (1.5 credits each year). These credits are earned outside of the regular schedule, but typically within the school day.

Additions and Exceptions to Graduation Requirements

MCAS: All Salem Academy students are required to take all mandated MCAS assessments and

must earn passing scores as specified by the MA Department of Elementary and Secondary Education.

Full Time Enrollment: All students at Salem Academy Charter School are required to be enrolled on a full time basis. Students must enroll in six full-year equivalent courses each school year. In grade 12, students may choose to enroll in five full-year equivalent courses if they have met all of their graduation requirements to date. Students may be given permission to enroll in fewer than six courses if they have a schedule conflict or for other extenuating circumstances.

Grades Six through Twelve Course Offerings

This program is not meant to be exhaustive, but rather to indicate the courses that are regularly offered by Salem Academy Charter School in the five Academic Core subjects. Courses may be offered in the future which do not appear in the course offerings listing.

The chart below contains a general listing of courses by grade. This chart is a helpful overview, but is not meant to indicate the only path that students can or do follow. All students are placed into math and Spanish courses based on their skill level. They advance accordingly, with some students beginning their language sequence earlier than others. While some students in grades 6-8 take Spanish, the majority of Lower School students are enrolled in a Learning Center, Special Education Learning Center, or English Language Development course. Beginning in Grade 9, the majority of students take Spanish with the exception of those who are exempt due to Special Education or English Learner needs.

Alternative courses, including dual enrollment and credit recovery courses, are outlined in the appendix below.

General Course Offerings Chart					
Grade	**Science**	**History and Social Sciences**	**Language/ Spanish or ELD**	**Mathematics**	**English Language Arts**
6	Science 6	World Geography and Cultures I	Learning Center, OR Intro Spanish	Math 6	ELA 6
7	Science 7	World Geography and Cultures II	Spanish 1A OR Learning Center	Math 7	ELA 7
8	Science 8	United States and Massachusetts Government and Civic Life	Spanish 1B OR Learning Center	Math 8	ELA 8
9	Biology (CP/H)	Pre AP US History	Heritage I, Spanish I or Spanish II	Math I (CP/H)	Grade 9 English (CP/H)
10	Chemistry (CP/H)	U.S. History II (CP/AP)	Heritage II, Spanish II or Spanish III	Math II (CP/H)	Grade 10 English (CP/H)
11	Physics Environmental Science AP Biology AP Chemistry	World History (CP/AP), Civics, AP Government	Spanish III or Spanish IV	Math III (CP/H)	Grade 11 English AP English Language AP English Literature
12	Physics Environmental Science AP Biology AP Chemistry	World History (CP/AP), Civics, AP Government, AP Psychology	Spanish IV or AP Spanish Language	Statistics (CP/AP) / AP Calculus	Grade 12 English AP English Language AP English Literature

English Language Arts

Grade Nine English Language Arts - Oppression and Rebellion (College Prep or Honors)
This course provides a foundational understanding of literature around the central themes of oppression and people's response to that oppression. The class engages with both narrative and informational text, and teaches students the fundamentals of argumentation and exposition.

Grade Ten English Language Arts - The Individual and Society (College Prep or Honors)
Students will explore themes related to the individual's role in society through texts such as *The Other Wes Moore, Fences,* and *Othello.* In addition, the writing component will focus on introducing critical analysis essays and is designed to align student writing with high school expectations and the state MCAS exam.

Grades Eleven and Twelve English Language Arts - CP
In this class, students will analyze and evaluate literature by looking through the author's perspective; essentially, "why did the author do this?" We will examine texts for their techniques, structure and syntax. For increased accessibility, classical texts are paired with contemporary young adult works with the same area of focus. For example, Shelley's *Frankenstein* and Avi's *Nothing but the Truth* are used to compare structure. In addition, there are two film study units (literature in the dark): *Hamlet* and *Finding Forrester*. Writing is an integral part of the course and will focus on increasing clarity and development in critical analysis.

Grades Eleven and Twelve English Language Arts - AP Literature
In this rigorous, **college level** course, students will analyze and evaluate fiction, poetry and drama by looking through the author's perspective; essentially, "why did the author do this?" We will examine texts for their techniques, structure, syntax and style, seek to understand authors and their works as products of their age, and occasionally, as reactions to other works. Writing is an integral part of the course and will focus on critical analysis as we seek to develop more sophisticated levels of writing and thinking. The class leans heavily on classical British Literature with a few forays into World Lit. This course prepares students for the Advanced Placement examination given in May by the College Board. All students who enroll in the course are expected to take the AP exam.

Grades Eleven and Twelve - Rhetoric -AP/CP English Language and Composition
This course is designed to help students become skilled rhetors who analyze and compose arguments in a variety of contexts from classical speeches to literature to political cartoons and Super Bowl advertisements. The course emphasizes the expository and argumentative writing that forms the basis of academic and professional communication. Students will begin at the word level analyzing etymology, diction and tone, learn to read primary and secondary sources carefully, and in AP to synthesize materials from these texts in their own compositions. The AP course prepares students for the Advanced Placement examination given in May by the College Board. All students who enroll in the AP section are expected to take the AP exam in May.

History/Social Studies

Grade 6 World Geography and Cultures I:
Grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and select ancient and classical societies before 1000 CE. Regions for grade 6 are: Western Asia, North Africa, and the Middle East; Sub-Saharan Africa; and Central America, the Caribbean, and South America. Students investigate guiding questions such as "How does geography affect how societies develop and interact?" and "How have human societies differed from one another across time and regions?"

Grade 7 World Geography and Cultures II:
Grade 7 continues the sequence from grade 6, studying the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. Students study these topics by exploring guiding questions such as, "How did the concept of self-government develop?" and "Why do empires rise and fall?"

Grade 8 United States and Massachusetts Government and Civic Life:
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.

Pre AP US History:
Students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. They explore guiding questions such as "What are some examples of continuity and change in the first 150 years of United States history?" This course is designed to set all students up for the rigor and analytical skills needed to be successful in AP US History in their second year of high school.

High School United States History:
Students continue their study of United States history of the 20th and 21st centuries. They learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Students explore guiding questions such as, "How has the United States government responded to economic crises?" and "What are the sources of political and cultural differences in the modern United States?" Additional supporting questions appear under each topic. The questions are included to stimulate teachers' and students' own questions for discussion and research.

AP United States History II:
In this course, students will analyze the causes and consequences of the Industrial Revolution and America's growing role in international relations, culminating with the rise of the United States to a position of global power and influence following the two world wars. This course is a rigorous, college-level course that will build on previous knowledge and skills learned in AP US

History I. Students will be assessed frequently on the skills and knowledge necessary for success on the AP exam. Any students who enroll in this course are expected to complete the AP US History Exam in May.

AP United States Government and Politics:
This course will prepare students for the Advanced Placement exam in United States Government and Politics. It will provide students with an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. Students will study various institutions, groups, beliefs, and ideas that constitute US government and politics. This course is a rigorous, college-level course. Any students who enroll in this course are expected to complete the AP History Exam in May.

AP Psychology:
AP Psychology is a social science course offered to students in grades 10-12 who are willing to take on the added challenge of an AP course. While it does count as a social science credit, AP Psychology will not replace required US History and civics-themed courses. Students in those grades may choose to take AP Psychology in addition to their other social science courses. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students are expected to take the AP exam.

Psychology:
In this half-year class, students will learn about the science of psychology and the study of human behavior. Students are exposed to a broad range of topics in the field of psychology, including cognition, perception, personality, development, learning, consciousness, intelligence, and social behavior. This class will highlight how major discoveries in psychology were achieved using the scientific method and we'll discuss how these findings relate to the brain, mind, and human behavior. Students will leave this course learning more about themselves and those around them. (This class meets for half a year, and is paired with civics for the second half of the year.)

Civics:
In this course, students will study the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. They will also examine the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters.

World History:
In World History, students will learn about the major events, trends, and people from 1200 to the present. It builds on their knowledge of history from both Middle School and US I and II.

Students will study the spread of Enlightenment ideas, development of major overseas colonial empires, independence movements, and revolutions.

AP World History:
In AP World History, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Foreign Language and Learning Center

Learning Center
Learning Centers are offered to support students at all grade levels in skills such as English Language arts, mathematics, reading and homework/organization support.

English Language Development
The course provides English language instruction for each grade level for students who have been identified through state criteria as an English Language Learner. The curriculum was developed to cover social and academic English across four domains of language and in the content areas of ELA, Science, History and Mathematics. This is a full year course that students who have been identified as an English Learner will continue taking until reaching English proficiency as defined by the department.

Introduction to Spanish
Introductory Spanish is a course aimed at establishing students' readiness for future systematic Spanish studies. Students will learn various basic skills related to geography and culture of Spanish speaking countries, vocabulary and expressions related to the body, food, clothing, family and more in a fun, interactive environment. The course is project-based and it places emphasis on vocabulary and communication. Students move on to Spanish 1A in the next year with the necessary tools to succeed in Salem Academy's challenging Spanish curriculum.

Spanish 1A
Introductory Spanish is a course designed to promote Spanish language acquisition at a basic level, which will enable the beginner to communicate in the target language, as well as to acquire a foundation for further development of proficiency in later courses. The course emphasizes communication and most class time is devoted to providing comprehensive input. Students are encouraged to use the language as they gain vocabulary and confidence within a safe, supportive environment. Students will learn vocabulary and grammar related to greetings and introductions, classroom objects, academic classes and schedules, telling time, community activities and locations, weather and seasons, family, cultures and traditions from Spain, Mexico and Florida. In addition, students will begin to develop reading and writing skills in Spanish.

Spanish 1B / Spanish I
The course Spanish 1B is intended to introduce students to the fundamentals of Spanish. Emphasis will be placed on pronunciation, basic grammatical structures, vocabulary, culture, and basic conversations. The course will also offer an elementary approach to listening, reading comprehension and writing. Students will be offered a variety of tools and techniques to assist them in gaining the necessary basic skills and confidence needed to acquire a foreign language. Supplementary materials will be used throughout the course as well. This course is intended for students with little background in Spanish (one year of middle school-level Spanish or the equivalent).

Heritage Spanish I/II
This course is a companion course to Spanish II and III but designed for students who are already fluent Spanish speakers. The course focuses on developing written literacy and reading comprehension, exploring Latin American and Spanish cultures, and preparing students to enter Spanish IV (from Heritage I) or AP Spanish (from Heritage II) by 11th grade. Students interested in Heritage Spanish should contact Ms. Brea and Ms. Cruz prior to selecting this course.

Spanish II
Spanish II builds on the language foundation formed in Spanish 1A/1B or Spanish I and broadens students' exposure to the language under the five main standards of the Massachusetts Foreign Language Curriculum Framework (communication, cultures, comparisons, connections, communities). With an intensive focus on speaking, writing, reading and listening in Spanish, students will explore the topics of leisure, vacation time and community. Students will refine their knowledge of present tense conjugations and will begin to express themselves in the past tense (preterite). Students will express themselves in written and verbal Spanish via essays varying in length and complexity, dialogues, skill exercises, presentations, conversations and performances. Spanish language moves on from the more concrete functions of their first years of Spanish study, to more abstract and sophisticated communication functions, advanced study of Spanish grammar and more complex and challenging reading, writing and conversation. Students will learn to use complex descriptive language, describe problems and discuss solutions, converse about current events, ask for and give directions, and discuss feelings and opinions. Communication will be primarily in Spanish.

Spanish III
Spanish III is an advanced Spanish course for students who have completed Spanish II or who have otherwise demonstrated proficiency in skills covered in Spanish I and II. In this course, students will extend their knowledge of the language considerably. They will be able to communicate verbally with adequate fluency, they will be able to read books at an appropriate level in Spanish, and to write essays, stories and work-related documents in Spanish. Most communication in the classroom will take place in Spanish. The first part of the course will give students the opportunity to revisit some Spanish II content in an extended manner. The second part of the course will begin preparing students to enroll in AP Spanish in the future. Among the topics covered in the course are: Summer travels, health and fitness, past and future, at the table, legends, art and music, friendship, communication, problems, solutions and consequences, jobs and careers. While Spanish I and II have a decisive emphasis on communication, Spanish 3 emphasizes communication, grammar, reading and writing equally, in order to prepare students for advanced study at college level and for the workplace.

Spanish IV
In Spanish IV, the focus continues to be on speaking, writing, reading and listening, but there is particular emphasis on reading and writing through the study of Spanish and Latin American short stories and other texts. History and cultural topics in art, literature and music are important elements in the course. Students will be prepared to take the SAT II in Spanish by the end of this course. Students will continue to perfect their reading and writing skills, acquire the ability to make oral presentations in fluent Spanish, analyze works of literature and increase their

language fluency. Class is conducted entirely in Spanish and students are expected to express personal viewpoints around topics of discussion. Grammar objectives learned in previous years will be reinforced through intensive use in the context of reading, writing and conversation. This course begins the preparation for the Spanish Advanced Placement examination.

AP Spanish

AP Spanish is designed for students who wish to pursue a comprehensive program which emphasizes using the language as a tool for reading, discussing, and thinking critically about a variety of literary and journalistic works. Students are expected to write their reactions to literature as well as their own original poems and stories. Oral presentations dealing with a number of socio-cultural topics are an integral part of the course. This course expects a high level of independent learning and accuracy from the student. This rigorous, college level course prepares students for the Advanced Placement examination given in May by the College Board. All students who enroll in the course are expected to take the AP exam.

Mathematics

Salem Academy's math courses are organized into topical units and lessons that align with the Massachusetts Curriculum Framework 2017 (Common Core State Standards for Mathematics). Within this framework, students receive thorough preparation in mathematics for college and for careers. Students receive regular formal and informal assessments which are used to monitor student progress and inform instruction. Teachers present mathematical concepts and methods, guide students through practice, and provide opportunities for students to work independently or in small groups. Real-world applications are integrated into all courses to ensure that skills are placed in a useful and practical context. Students complete daily homework, giving them an opportunity to practice skills and concepts. Courses are integrated in design, reflecting the approach typically seen internationally. Upper School math consists of a sequence of three courses, each of which includes Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability standards. Upper School honors courses provide instruction in a greater number of concepts and skills at a greater depth and a faster rate than college preparatory courses. In the fourth year of mathematics, students have the option to take either a statistics course or an Advanced Placement calculus course. Teachers in every course emphasize the learning of eight standards for mathematical practice shown below which are essential in the development of problem-solving skills:

Standards for Mathematical Practice
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for an express regularity in repeated reasoning.

Math 6

In sixth grade mathematics, instructional time focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. The foundational skills in this course are essential to students for future math courses and therefore all students in grade six must complete this course.

Math 7

In seventh grade, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with

rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Math 8
In eighth grade, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Integrated Mathematics I
In Math I, students will develop skill and understanding in topics drawn from all domains of mathematics, including Algebra, Geometry, Functions and Statistics, with particular emphasis placed on practical problem-solving using mathematical tools. In Math I students will: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function criteria and behavior; (3) deepen and extend understanding of linear relationships, systems and inequalities while integrating new understanding of exponential relationships; (4) apply linear models to data that exhibit a linear trend and interpret their meaning and viability; (5) establish and apply criteria for congruence based on rigid motions and corresponding parts; and (6) revisit and extend knowledge and awareness of data distribution.

Integrated Mathematics II
The topics in Math II cover skills previously taught in Algebra II and Geometry. The focus of the course is on quadratic expressions, equations, and functions, including comparing their characteristics and behavior to those of linear and exponential relationships from Math I. Instructional time will be devoted to five critical areas: (1) evaluating key characteristics of quadratic functions; (2) extend the laws of exponents to rational exponents; (3) operating and factoring polynomials; (4) extend work with probability; and (5) establish criteria for congruence and similarity of triangles.

Integrated Mathematics III
In Math III, students integrate and apply the skills that they have learned in Math I and II. Instructional time will focus on four critical areas: (1) apply methods from statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, radical and logarithmic functions; (3) expand right triangle trigonometry to explore general triangles, leading to trigonometric functions and periodic models, and (4) explore systems features of mathematical objects, such as intersections, asymptotes, domain and end behavior.

Precalculus (Spring Semester)
Precalculus is a semester companion course comprising advanced topics necessary for students

to enter AP Calculus in the following fall. It is intended that those students interested in studying AP Calculus the following year will take this course concurrently to their normal Integrated Mathematics III course. Students tackle complex problems in collaborative settings in order to prepare for both further math study and cross-curricular application of quantitative skills and tools. Topics include limits, binomial expansion, trigonometric identities and advanced work with rational functions.

AP Calculus
Students should have a strong background in math before entering this course and are required to take Integrated Math I, Math II and Math III Honors in order to enroll in the course. Calculus AB is the equivalent of a college-level course in calculus. Topics include derivatives of algebraic functions and applications of differential calculus, integration and applications of the definite integral, methods of integration, and slope fields. Students seeking to enter science and engineering fields are strongly encouraged to take AP Calculus. All students are expected to take the AP exam in May.

Statistics
This is an introductory course in statistics designed to provide students with the basic concepts of data analysis/collection and statistical computing. It helps students be more discerning consumers of statistics, teaching them to interpret the numbers in surveys, election polls, and medical studies. Topics of this course will include descriptive measures, sampling, surveys, experimental design, organizing data, distributions, probability, and inference based on confidence intervals and hypothesis testing.

AP Statistics
AP Statistics is the equivalent of a college level introductory course in statistics. Topics include data analysis, experimental design, probability, comparing sets of data, sampling methods, confidence intervals and hypothesis testing. This course will use data sets that are relevant to current events and student interests. Graphing calculators are required and are used throughout the course. All students are expected to take the AP exam in May.

Science

6th Grade Science
The integration of Earth and space, life, and physical sciences with technology/engineering gives grade 6 students relevant and engaging opportunities with natural phenomena and design problems that highlight the relationship of structure and function in the world around them. Students relate structure and function through analyzing the macro- and microscopic world, such as Earth features and processes, Earth's place in the universe, the role of cells and anatomy in supporting living organisms, and properties of materials and waves. Students use models and provide evidence to make claims and explanations about structure-function relationships in different STE domains.

7th Grade Science
Students in grade 7 focus on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines, since most natural and designed systems and cycles are complex and interactive. They gain experience with interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. Through grade 7, students begin a process of moving from a more concrete to an abstract perspective, since many of the systems and cycles studied are not directly observable or experienced. This also creates a foundation for exploring cause and effect relationships in more depth in grade 8.

8th Grade Science
Navigators will receive an overview of different scientific disciplines including earth science, life science and physical science. The theme for 8th grade science is cause and effect. Students will develop an understanding of why natural events occur and skills related to gathering evidence and answering questions. Students will practice these skills by participating in hands-on labs, engineering design challenges, and other interactive activities to bring the concepts discussed in class to life.

Biology (College Preparatory)
College Preparatory Biology encompasses the study of the structure of organisms and how they function. Major topics of this course include biochemistry, cell biology, heredity, evolution, and ecology. The course includes a range of perspectives about the living world: it delves into both molecular biology and the interactions of organisms in their environment. This course is designed with a strong focus on interactive lectures, note-taking, laboratory exercises, and classroom discussions with applications to everyday life experiences.

Biology (Honors)
Honors Biology has a structure and content similar to that of CP Biology. However, it is a more rigorous course that goes into greater depth of detail, requires more abstract thinking, and incorporates more independent reading assignments. This course prepares students for taking

college-level biology and to develop laboratory skills for conducting lab-based and field-based research. Honors Biology is recommended for students who plan to take the SAT Subject Test in Biology.

Chemistry (College Preparatory)
The objective of this college preparatory chemistry class is to prepare students for taking college-level chemistry and to analyze real life issues involving chemistry. By the end of the course students should be able to understand what matter is, what happens during a chemical reaction, what affects the rate of chemical reactions, and how chemistry impacts the student's life on a daily basis.

Chemistry (Honors)
The objective of this honors level chemistry class is to prepare students interested in science careers for taking college-level chemistry and to develop laboratory skills for conducting lab-based research. Students will begin to analyze real life issues involving chemistry. By the end of the course students should be able to demonstrate an understanding of: the properties of matter, atomic structure and nuclear chemistry, the periodicity of the periodic table, chemical bonding, chemical reactions and stoichiometry, states of matter, kinetic molecular theory, thermochemistry, solutions, rates of reaction, and equilibrium, acids and bases and oxidation-reduction reactions. In addition, students will demonstrate scientific inquiry skills and mathematical skills appropriate for a high school inquiry-based science class.

Physics (College Preparatory)
This course is designed to present topics in mechanics, electricity, magnetism, and waves. It will be taught using a concept-based approach while simultaneously integrating the student's mathematical background in order to develop a meaningful physics foundation. The program will be supported by an interactive laboratory environment where students will gain hands-on experience with the concepts being studied.

Environmental Science (College Preparatory)
The goal of the Environmental Science course is to teach students about the interrelationships of the natural world and give them the skills to think critically about environmental problems and the tough decisions surrounding them. Through analysis of current literature and independent research, students will become aware of global environmental issues and identify various points of view surrounding these issues. Students will use regular laboratory and field experiences to learn about local ecosystem dynamics.

Earth & Space Science (College Preparatory)
Earth and Space Science focuses on the structure and development of the Earth and its environment over time including the formation of the universe and Earth's place in space. The course is composed of segments from Geology and Astronomy. It involves learning about the Earth's land, atmospheres, oceans, and life. Students study the other planets in the solar system, the universe as a whole, and how humans are able to explore space.

AP Biology
The objective of this course is to provide students with a fundamental understanding of Biological Science, so they can make educated decisions in the future. Students must implement critical thinking, essay and laboratory report writing skills, data collection, and analysis while exploring this subject. The course is for highly motivated students with a strong interest in biology and science. The AP Biology course is designed to equip students with the knowledge and skills necessary to succeed in future college biology classes. Topics of study include: ecology, evolution, biochemistry, cells, enzymes and metabolism, plant and animal structure and function, heredity, and molecular genetics. This is a rigorous college level course. Students are expected to take the AP exam.

AP Chemistry
AP Chemistry is a laboratory science course offered to 11-12th graders. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students expand their understanding of chemistry through inquiry-based investigations, as they explore the six core ideas of chemistry: (1) Atomic structure determines the properties of matter. (2) Intermolecular forces and bonding allow different types of matter to interact. (3) Chemical reactions are the result of the reorganization of atoms and the transfer of electrons. (4) Kinetic rates are determined by collisions between molecules (5) Reactions are driven by changes in energy and the laws of thermodynamics (6) The breaking and forming of bonds in reactions are in dynamic competition that leads to equilibrium. Students are expected to take the AP Chemistry Exam.

Choice Block:

Choice blocks are offered on a quarterly or semester-long basis, and grades 9 & 10 take classes together, as well as grades 11 & 12. There are specific requirements in choice block classes: P.E. must be taken every year, health must be taken in 9th and 12th grade, and Collegiate Skills must be taken in 11th and 12th grade. Other requirements are based on the distribution chart earlier in this document. *There are no prerequisites for choice block classes unless otherwise noted.*

9/10 Choice Block Offerings:

Grade 9 Requirements	**Grade 10 Requirements**
Freshman Health Physical Education *(or varsity sport)*	Physical Education *(or varsity sport)*
Work Towards Three Fine or Performing Art Classes during HS *(Art, Music or Dance)*	

Freshman Health
Using a combination of the state and national standards for health education, the freshman health class offers three core units: nutrition and food literacy, sexual and reproductive health, and drug prevention. At the freshman level, students are offered increased opportunities for demonstrating agency and self awareness with in-class discussions and the use of appropriate technology. At the completion of the course, students should be able to make informed health enhancing decisions by analyzing influences and outcomes, and demonstrate how to seek out appropriate resources.

Introduction to Fundamentals of Sport
Sports play a huge role in our society today. In this fundamentals of sports class students will learn about a number of different sports. Sportsmanship, fair play, teamwork, commitment, and hard work will be prioritized to students in this class. Students will play a variety of sports and games throughout the class. It will be essential for students to bring a positive attitude as they will be working in teams for the majority of these sports and games.

Advanced Team Sports
In advanced team sports students will get involved with high level competitions and compete against one another. Scores will be tracked and maintained throughout the quarter. It is important that students understand that advanced strategies will be used during this class. Students in this class MUST have previously taken Team Sports/Fundamentals of Sport or participate on a varsity team at Salem Academy. Students are also required to wear sneakers and athletic attire.

Dance Fitness
Students learn the mental and physical health benefits of dancing and moving to music in a variety of ways. Music-driven group fitness formats like Zumba, Pound, Barre, BollyX, and FlowYoga are not only fun, but they increase cardiovascular endurance and muscular strength.

Students will use combinations of locomotor and non-locomotor skills to develop or improve agility, coordination, strength, and flexibility. Dance experience is not required to enjoy this class!

Yoga

NOTE: All 9/10 fine, performing and technical arts offerings include a performance or display/show and the end of the quarter.

World Rhythms & Movement
An introduction to the elements of creative movement through reading, activity experiences, experimentation, observation, and discussion. Students will explore movement forms as more than just physical activity; they will appreciate movement as an art form, means of self expression, a vital aspect of culture, and an opportunity to explore new perspectives and understandings of oneself and the world.

Choreography & Performance
Choreography and Performance is a Fine and Performing Arts class designed to offer students the opportunity to learn about dance production and the making of a live dance performance. As a class, students will work together to put on a show for an audience at the end of the quarter. The course will begin with various introductory movement classes to teach basic dance vocabulary. In preparation for the performance, students will become choreographers and performers, and have the opportunity to learn about lighting/audio tech and stage crew. The quarter will culminate with a student-produced dance performance for the SACS community. *Recommended for students who like to be on stage, as all students will participate in the final show - as well as creative students who are self-directed.*

Introduction to Photography:
This class is designed to be an introduction to photography. Using Canon DSLR cameras, students will learn how to operate a camera manually while adjusting various settings to allow for the proper exposure. In addition, students will explore various methods of composition and photographic lighting to enhance their pictures.

Advanced Photography (Must have taken Intro to Photo):
This class requires a prerequisite for successful completion of Introduction to Photography. Students will build on the basic photography skills they learned in previous photography courses. This course will be self-directed by the student's personal interest in the subject matter.

Studio Art:
Studio art is an introduction to various methods of art-making and types of media. Students will build on foundational skills in drawing, painting, mixed media, and printmaking that will prepare them for future electives. This course will be based on the TAB (Teaching Artist Behavior) Model where students will participate in self-directed projects of their own creation.

Intro to Ceramics:
This course is designed to be an introduction to ceramic techniques, hand-building and a brief introduction in wheel throw. Students will learn about general ceramics principles including, slipping and scoring, slab and coil construction methods, and finishing methods of clay. Students will learn about the properties of clay, glaze, and the functionality of the kiln.

Advanced Ceramics:
This class requires a prerequisite for successful completion of Introduction to Ceramics. Students will build upon general ceramics principles taught in the introductory class including, slipping and scoring, slab and coil construction methods, and finishing methods of clay. Students will expand on prior knowledge about the properties of clay, glaze, and the functionality of the kiln. Students will work in an open studio environment to create pieces of their own design.

3D Modeling and Design
Students will use computer modeling to explore the principles of 3‐dimensional design. Projects involving object, character and architectural modeling will emphasize the aesthetic concepts of spatial proportion (scale, angle and position), silhouette, negative space, rhythm, balance, light/shadow and texture. Students will emerge with the ability to create well designed 3D models, and be familiar with the basics of polygonal modeling, texturing, and lighting.

Jazz Band
This course is a performance-based course which is assessed on performance and attendance at events outside of the school day. By the end of the 10 week quarter students will be able to perform instrumental music in an ensemble setting. Instruments in this ensemble are flute, clarinet, saxophone, trumpet, trombone, percussion, electric guitar, electric bass, electric piano. Students must provide their own instrument or contact Mr.K for availability. Students will acquire music reading ability. The capstone of this course is a performance of at least two concert performances, as well as other events as can be scheduled during the quarter. It is important to note that this course is assessed at least partly on public performance, and attendance at a small number of events outside of the school day is mandatory.

Chorus
This course is a performance-based course assessed on performance and attendance at events outside of the school day. By the end of the 10 week quarter students will be able to perform choral music in both solo and ensemble settings. Students will acquire music reading ability and notational literacy. The capstone of this course is a performance of at least two concert performances, as well as other events as can be scheduled during the quarter. It is important to note that this course is assessed at least partly on public performance, and attendance at a small number of events outside of the school day is mandatory.

Piano
This is a performance-based course where students will prepare music to perform on an electric keyboard. By the end of this course, students will have mastery of the fundamentals of keyboard playing and song preparation. No previous musical experience is required. The capstone of this course is an in school piano recital and is mandatory. Limit to 16 students per course.

Creative Song Writing
This is a portfolio based class to develop one's skills in songwriting. Students will survey different methods of music creation, including the application of music theory, instrument playing, lyric writing, traditional notation, and music technology. Students will also explore themes of musical influence and intent. By the end of the course, students will have a repertoire of original pieces they have created, some of which will be presented in a mandatory in-school capstone event. Students may choose between live performance or use of recordings to present their songs. Limit to 14 students per course.

Introduction to Journalism
This semester-long introductory course introduces students in grades 9-12 to the world of reporters, editors, and producers of print and online media. Students will begin by exploring the question "What is newsworthy?" before developing reporting, writing, and photojournalism skills that they will use to create content for school publications, including an online student newspaper and the upper school yearbook.

Journalism II (Prerequisite: Introduction to Journalism)
This semester-long elective is for students who have successfully completed Introduction to Journalism and are interested in leadership roles in school publications like the yearbook and online student newspaper. Students will continue to develop their journalism skills as editors making informed decisions about content and layout while also producing quality content and mentoring students in Introduction to Journalism.

11/12th Grade Choice Block Offerings:

11th Grade	12th Grade
NSCC Dual Enrollment Course: Understanding Higher Education and Career Pathways *(Quarter Elective)* Physical Education *(or varsity sport)*	Collegiate Skills *(Yearlong course)* College Health *(Quarter Elective)* Physical Education *(or varsity sport)*
Work Towards Three Fine or Performing Art Classes during HS *(Art, Music or Dance)*	

College Health* *(for seniors only)*
Along with the state and national health education standards, the college health class uses the elements of the wellness wheel: emotional, environmental, intellectual, occupational, physical, social, and spiritual wellness. The curriculum is meant to empower students in their transition out of high school into college and the professional world. In addition to making informed health enhancing decisions by analyzing influences and outcomes, and demonstrating how to seek out appropriate resources, students will demonstrate a level of advocacy meant to positively impact the health of their peers and community, both current and future.

NSCC/Salem Academy Dual Enrollment
FFL 103 Understanding Higher Education and Career Pathways
This course provides an introduction to higher education, including the different purposes, functions, and structures of postsecondary institutions. Students will gain a comprehensive understanding of degree and career pathways available across institutional types as well as familiarity with the social and emotional factors that influence student persistence and completion across educational settings. A variety of contemporary issues in higher education will be explored, with particular emphasis on the ways in which student experiences intersect with these issues. Topics include but are not limited to: academic discourse, social-emotional learning, educational planning, financial planning, college placement options, prerequisites/co-requisites, and teaching and learning modalities. While this course focuses on higher education specifically, course topics will have application to educational settings and successful learning more broadly.

Collegiate Skills 12
In the collegiate skills 12 class students will use the information from FFL103 to develop and execute plans for their postsecondary education/training. Emphasis will be placed on self exploration, the college search and application procedures, filing financial aid documents and securing financial aid and scholarship resources. .

Weight Training and Conditioning
Weight training and conditioning is designed to help provide students the opportunity to get involved with different types of physical activity that they will use throughout their life. Students will be taught about the importance of safety when lifting weights, as well as the importance of

exercising different muscles throughout the body. Additionally, students will learn different styles of weight training to help find the best way to keep themselves physically active in college and beyond.

Dance Fitness
Students learn the mental and physical health benefits of dancing and moving to music in a variety of ways. Music-driven group fitness formats like Zumba, Pound, Barre, BollyX, and FlowYoga are not only fun, but they increase cardiovascular endurance and muscular strength. Students will use combinations of locomotor and non-locomotor skills to develop or improve agility, coordination, strength, and flexibility. Dance experience is not required to enjoy this class!

NOTE: All 11/12 fine, performing, and technical arts offerings include a performance or display/show.

Choreography & Performance:
Choreography & Performance is a Fine and Performing Arts class designed to offer students the opportunity to learn about dance production and the making of a live dance performance. As a class, students will work together to put on a show for an audience at the end of the quarter. The course will begin with various introductory movement classes to teach basic dance vocabulary. In preparation for the performance, students will become choreographers and performers, and have the opportunity to learn about lighting/audio tech and stage crew. The quarter will culminate with a student-produced dance performance for the SACS community. *Recommended for students who have taken a prior SACS dance class, as well as students who like to be on stage.*

AP Art:
This course is offered to the advanced art student in their junior and/or senior year. Students can elect to take this course in a variety of different ways over the course of either one or two years. Students are able to self-select into either AP Art Studio 2D, AP Art Studio 3D or AP Art Drawing. Some students opt to take one course over the span of two years, while others choose to take one course in their junior or senior year. Some ambitious students even elect to take one course Junior year and another course Senior year. Each course is the equivalent to a one-semester college course in art, and culminates in the CEEB (College Entrance Examinations Board) Advanced Placement Examination, which consists of a digital portfolio submission. Depending on the student's performance on this exam and on a particular college's policies, advanced placement college credit may be received. An additional College Board processing fee is required from applicants.

World Rhythms & Movement
An introduction to the elements of creative movement through reading, activity experiences, experimentation, observation, and discussion. Students will explore movement forms as more than just physical activity; they will appreciate movement as an art form, means of self expression, a vital aspect of culture, and an opportunity to explore new perspectives and

understandings of oneself and the world.

Choreography & Performance
Choreography and Performance is a Fine and Performing Arts class designed to offer students the opportunity to learn about dance production and the making of a live dance performance. As a class, students will work together to put on a show for an audience at the end of the quarter. The course will begin with various introductory movement classes to teach basic dance vocabulary. In preparation for the performance, students will become choreographers and performers, and have the opportunity to learn about lighting/audio tech and stage crew. The quarter will culminate with a student-produced dance performance for the SACS community. *Recommended for students who like to be on stage, as all students will participate in the final show - as well as creative students who are self-directed.*

Introduction to Photography:
This class is designed to be an introduction to photography. Using Canon DSLR cameras, students will learn how to operate a camera manually while adjusting various settings to allow for the proper exposure. In addition, students will explore various methods of composition and photographic lighting to enhance their pictures.

Advanced Photography (Must have taken Intro to Photo):
This class requires a prerequisite for successful completion of Introduction to Photography. Students will build on the basic photography skills they learned in previous photography courses. This course will be self-directed by the student's personal interest in the subject matter.

Studio Art:
Studio art is an introduction to various methods of art-making and types of media. Students will build on foundational skills in drawing, painting, mixed media, and printmaking that will prepare them for future electives. This course will be based on the TAB (Teaching Artist Behavior) Model where students will participate in self-directed projects of their own creation.

Intro to Ceramics:
This course is designed to be an introduction to ceramic techniques, hand-building and a brief introduction in wheel throw. Students will learn about general ceramics principles including, slipping and scoring, slab and coil construction methods, and finishing methods of clay. Students will learn about the properties of clay, glaze, and the functionality of the kiln.

Advanced Ceramics:
This class requires a prerequisite for successful completion of Introduction to Ceramics. Students will build upon general ceramics principles taught in the introductory class including, slipping and scoring, slab and coil construction methods, and finishing methods of clay. Students will expand on prior knowledge about the properties of clay, glaze, and the functionality of the kiln. Students will work in an open studio environment to create pieces of their own design.

3D Modeling and Design
Students will use computer modeling to explore the principles of 3‑dimensional design. Projects

involving object, character and architectural modeling will emphasize the aesthetic concepts of spatial proportion (scale, angle and position), silhouette, negative space, rhythm, balance, light/shadow and texture. Students will emerge with the ability to create well designed 3D models, and be familiar with the basics of polygonal modeling, texturing, and lighting.

Jazz Band
This course is a performance-based course which is assessed on performance and attendance at events outside of the school day. By the end of the 10 week quarter students will be able to perform instrumental music in an ensemble setting. Instruments in this ensemble are flute, clarinet, saxophone, trumpet, trombone, percussion, electric guitar, electric bass, electric piano. Students must provide their own instrument or contact Mr.K for availability. Students will acquire music reading ability. The capstone of this course is a performance of at least two concert performances, as well as other events as can be scheduled during the quarter. It is important to note that this course is assessed at least partly on public performance, and attendance at a small number of events outside of the school day is mandatory.

Chorus
This course is a performance-based course assessed on performance and attendance at events outside of the school day. By the end of the 10 week quarter students will be able to perform choral music in both solo and ensemble settings. Students will acquire music reading ability and notational literacy. The capstone of this course is a performance of at least two concert performances, as well as other events as can be scheduled during the quarter. It is important to note that this course is assessed at least partly on public performance, and attendance at a small number of events outside of the school day is mandatory.

Piano
This is a performance-based course where students will prepare music to perform on an electric keyboard. By the end of this course, students will have mastery of the fundamentals of keyboard playing and song preparation. No previous musical experience is required. The capstone of this course is an in school piano recital and is mandatory. Limit to 16 students per course.

Creative Song Writing
This is a portfolio based class to develop one's skills in songwriting. Students will survey different methods of music creation, including the application of music theory, instrument playing, lyric writing, traditional notation, and music technology. Students will also explore themes of musical influence and intent. By the end of the course, students will have a repertoire of original pieces they have created, some of which will be presented in a mandatory in-school capstone event. Students may choose between live performance or use of recordings to present their songs. Limit to 14 students per course.

Introduction to Journalism
This semester-long introductory course introduces students in grades 9-12 to the world of reporters, editors, and producers of print and online media. Students will begin by exploring the question "What is newsworthy?" before developing reporting, writing, and photojournalism skills that they will use to create content for school publications, including an online student

newspaper and the upper school yearbook.

Journalism II (Prerequisite: Introduction to Journalism)
This semester-long elective is for students who have successfully completed Introduction to Journalism and are interested in leadership roles in school publications like the yearbook and online student newspaper. Students will continue to develop their journalism skills as editors making informed decisions about content and layout while also producing quality content and mentoring students in Introduction to Journalism.

Appendix A

Credit Distribution Requirements for Graduation Chart

Subject	Credits	Course Equivalent
English	12	❑ 4 full-year equivalent courses
History and Social Sciences	9	❑ 3 full-year equivalent courses ❑ U.S. history course
Language	9	❑ 3 full-year equivalent courses
Mathematics	12	❑ 4 full-year equivalent courses
Science	9	❑ 3 full-year equivalent courses ❑ 1 physical science course ❑ 1 life science course
Physical Education	3	❑ 4 P.E. courses, one each year[1]
Health	1.5	❑ 2 courses, one in 9th grade and one in 12th
Fine and Performing Arts	2.25	❑ 3 courses of Fine and Performing Arts
Service Learning	6	❑ 1.5 credits per year ❑ Final Form Service Thesis
MCAS	n/a	❑ 10 grade Math ❑ 10 grade ELA ❑ H.S. Science/Tech/Eng

[1] The successful completion of a Varsity Sport counts as a Physical Education credit.

Appendix B:

Enrichment and Credit Recovery Classes:

Students in the upper school will periodically have reason and opportunity to take courses not offered by Salem Academy. Students will take alternative courses for enrichment or credit recovery.

Enrichment: enrichment courses are outside of our program and graduation requirements and serve to deepen one's understanding of a topic, allow students to explore new scholastic pathways, or pursue personal interests. Examples include languages other than Spanish, advanced courses at the college level, summer programming, and more.

> **Dual Enrollment/Early College:** is an example of an enrichment course of study. These courses are considered additional to students of the Salem Academy program, not a replacement for courses offered here. Dual enrollment is currently offered at both Salem State and North Shore Community College.

Credit Recovery: in order to complete graduation requirements, students may repeat a course that they have taken, but have not shown proficiency in, here at Salem Academy. This is different from summer school, where students complete just portions of a course. Salem Academy will accept transfer credit from credit recovery classes with approval by the Upper School principal.

Summer School: Salem Academy offers summer school courses at the school in July based on the school's academic benchmarks. However, students also have the option of enrolling in summer school courses through other public school districts. If students enroll in summer school courses outside of Salem Academy, they must earn a C in the course OR pass a Salem Academy final in order to get credit at Salem Academy. Please contact our main office if you are interested in exploring summer tutoring possibilities.

Alternative courses and credit recovery courses all provide academic credit, but there are some differences in how that is counted.

Type of Course	Transfer Credit	Grade & GPA
Enrichment	Yes, if the course is offered by an accredited high school or university.	Does not factor into a student's GPA, unless it is an officially designated "dual enrollment" or "early college" course.
Credit Recovery	Credit for the original course (taken at Salem Academy) is given upon completion.	The original course grade is replaced by a 3.0 upon successful completion. This does count toward GPA.

Summer School	Not applicable, since the original Salem Academy course is what is being completed.	Upon completion, the course grade is a 3.0. This does count toward GPA.

Appendix C:

Alternative Credits and Exemptions

Varsity Sports: Salem Academy offers Physical Education credit for the successful participation in Varsity sports. High School students will earn 1 credit for each season.

Exceptions to Graduation Requirements: Salem Academy Charter School has the responsibility to provide a challenging program that adequately addresses the particular strengths and needs of each student. Rarely, it is necessary to design alternative programs and/or make some modification to graduation requirements. These may only be granted through application to the Upper School principal and upon review of the academic leadership team.

In the most common exemption, the foreign language requirement is waived or modified (e.g. English Language Learners, students with disabilities). In these cases, students are required to earn at least 9 credits in alternative courses (e.g., English Language Development, Special Education Learning Center).

Appendix D:

Internship Policy

Salem Academy does not currently offer an internship placement program, but students are encouraged to source academic and experiential learning opportunities outside of the traditional school environment. We do support students earning and taking part in internship opportunities as a part of their educational program. These opportunities are sought out by the student and discussed with the Upper School Principal and College Counselor.

Guidelines for Internship Acquisition and Approval:

1. Students are responsible for seeking out and applying to internships if they are interested in them. Throughout the year, Salem Academy periodically hears about internship opportunities through our various community partners, and we will post these online and share with students, but there are many more out there for students to find.
2. To assist the student with their efforts, Salem Academy may provide proof of academic standing, records (with the permission of the student), and recommendations as needed.
3. Students will be expected to set up a meeting to present details of the opportunity which should include a signed Internship Agreement Form.
4. Students are responsible for identifying the time commitment associated with the opportunity, and ensuring that they are able to take part in that time commitment both during and outside of school hours.
5. If internship opportunities occur during the school day, only students in good academic standing (based on proficiency in all classes) will be considered for approval depending on schedule availability.
6. Students will be able to earn academic credit through participating in internships if they meet the following criteria:
    a. Positions must be unpaid, or stipended for eligible reasons (such as transportation, or education reimbursement).
    b. Attendance must be tracked and reported to Salem Academy
    c. The position must have educational value, meaning that skills students are gaining in the position will benefit them in the classroom and in their future college and career plans. This determination is at the discretion of the faculty.
    d. The internship is not completed in place of a student's annual Service Learning requirement.
7. If credit distribution is approved by the Upper School Principal, the following credits will be dispersed on a semester basis following an evaluation of the student's performance and attendance from the organization they are interning with:
    2.5 hours/week = .75 credits
    5 hours/week = 1.5 credits
    10 hours/week = 3.00 credits
8. Internships will be listed on the student's official transcript, where credits will be listed. There will not be any grade attached to the internship, and it will not affect the student's GPA in any way.

Internship Policy Exceptions:

Some internships fall under special circumstances where Salem Academy takes a more active role in the arrangement and management of the internship. An internship that is part of a student's transition plan is one example of this type of program; in this case, faculty will work with the student to design a situation that is in line with transition goals. Salem Academy may identify additional special circumstances where we may take a more active role in the implementation of the internship.

This information as well as the model internship agreement form can be found at this link:
Salem Academy Internship Policy