

Southeast Collaborative Regional Organization

SCRO Virtual Learning Academy

Course of Studies

2016–2017

SCRO Virtual Learning Academy is a non-profit collaboration focused on developing and offering complete, high quality, virtual courses to prepare students for success in college and career.

Southeast Collaborative Regional Organization – SCRO

Representing the member districts of: Bi-County Collaborative, Cape Cod Collaborative, CHARMS Collaborative, North River Collaborative, Pilgrim Area Collaborative, READS Collaborative, South Coast Educational Collaborative, South Shore Educational Collaborative, and Southeastern Mass. Educational Collaborative

Professional Development, course platform and ongoing support provided in partnership with



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Course List

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Introduction

The Southeast Collaborative Regional Organization (SCRO) operates the **Virtual Learning Academy** (VLA). The local school districts and collaboratives of the southeast region of Massachusetts have supported professional development of select teachers in a certification program to develop and facilitate online courses for student learning. The SCRO VLA *Course of Studies* is varied and content is high quality. Each instructor is an educator who is licensed in the field of study for the course offered.

The SCRO Virtual Learning Academy (VLA) offers courses to students that might not be offered in their district and provides opportunities for an online experience prior to students entering college.

Registration Process

SCRO Virtual Learning Academy is accepting registrations through public school guidance departments only.

1) Students must submit a registration form and signed Acceptable Use Policy (AUP) agreement to their guidance counselor. Students should select a first, second and third choice in the event a course is full.

2) Guidance counselors then submit the enrollment spreadsheet for all students that is available at <http://www.readscollab.org/district/news/scro-virtual-learning-academy-information> or on request from tcraig@readscollab.org. The spreadsheet may be submitted more than once as students are added.

3) Please note that all enrollment spreadsheets must be accompanied by a purchase order that reflects a commitment for the number of students enrolled. The student enrollment spreadsheet and purchase order may be emailed to tcraig@readscollab.org (subject line "SCRO VLA"); faxed to 508-946-1088; or mailed to Dr. Theresa Craig, READS Collaborative, 105 East Grove St., Middleborough, MA 02346.

Registrations may be submitted by guidance counselors starting March 1, 2016. Determination of courses that have sufficient enrollment to be offered for 16-17 will be made by August 24, 2016. Late registrations for courses that are confirmed as being offered will be accepted until September 6, 2016. Registrations for spring 2017 should be submitted in August; however, late registrations for the spring semester will be accepted until January 25, 2017.

- Students will be enrolled in the order in which registrations are received. Priority for enrollment will be given to students from the districts and collaboratives who have provided a teacher.
- Course registrations will remain open until courses are filled. Subsequent registrants will be placed on a waiting list. If there are enough registrations for two sections of a course within one semester, SCRO will determine the possibility of offering two sections.
- SCRO reserves the right to cancel VLA courses with fewer than 10 students enrolled.
- Each semester course is \$350. Advanced Placement and full year courses consists of two semesters of instruction and cost \$700. A purchase order made payable to "READS Collaborative on behalf of SCRO" should be issued by the school district to hold course registrations. A full refund will be issued for students who withdraw at least one week in advance of the start of a course. **Once a course begins there is no refund.**
- Requirements for additional materials for course participation are rare but when they do appear in a course description the school district will determine if the student or the district will supply those materials.
- Instructors will send progress reports and quarterly grades to the guidance counselor or contact person designated for each school on the enrollment spreadsheet.
- **Questions regarding VLA registration, processes and procedures, course content or payment** should be directed to Dr. Theresa Craig at tcraig@readscollab.org.

Student Notification and Enrollment Process

Students will receive a welcome email from the course instructor approximately a week prior to the start of the course. The welcome email will include directions for enrolling in the course and a course code. Progress reports and grades will be issued each quarter.

Courses that are one semester will start with an Orientation week and then continue for 18 weeks. Courses that are full year offerings will start with an Orientation week and then continue for 36 weeks. All AP Courses are considered full year offerings and will begin with an Orientation and continue for 36 weeks. Students will have opportunities to extend their learning during the last weeks of the course even after the AP Exams have been completed.

The fall semester will end approximately the third week of January. This is subject to adjustment. The spring semester will start approximately the third week of January.

Students will take the AP exam in their own school. Guidance counselors or school contacts should arrange for ordering the appropriate exam.

Supporting Online Learning: Suggested Practice

As always, students will learn best with guidance and direction. The instructors in the Virtual Learning Academy courses are local educators within the SCRO member school districts and collaboratives. The instructors will provide ongoing support and monitoring of student learning in the online environment.

*Students who are enrolled in virtual learning should also have an educator or support person at their school site to monitor work completion and participation in the course requirements. This person may be a guidance counselor, librarian, technology teacher, classroom teacher, assistant teacher or other educator who can assist the student to structure learning time and oversee assignment progress in the school environment. Students who have onsite support have a greater opportunity for success.

Student Registration Form

Complete this Student Registration Form and submit it to your designated high school Guidance Counselor. The Guidance Counselor verifies information, suitability, and submits the registration. Students must sign and submit the Student Code of Conduct/Acceptable Use Policy on page 6 at the time of registration.

Student Information: Please print neatly.

Student Name: _____
First
Middle
Last

Student's School Email: _____

School District: _____

School Name: _____

Guidance Counselor: _____

Grade in Fall 2016 (circle): Freshman Sophomore Junior Senior / +Grade 7 +Grade 8

Course Selection: To select, circle the specific Course **AND** Semester of the course(s).
+ indicates courses that are also open to middle school students on recommendation by their guidance counselor.

Content	Course Title	Fall 2016	Spring 2017
AP	AP Biology*	Full year	
AP	AP Calculus-BC*	Full year	
AP	AP Language and Composition*	Full year	
AP	AP Modern European History*	Full year	
ELA	Dystopian Literature +	Fall 2016	Spring 2017
ELA	Early American Literature	Fall 2016	Spring 2017
ELA	Freshman English Credit Recovery/MCAS Prep	Fall 2016	Spring 2017
ELA	The Hero's Journey (English Literature)	Fall 2016	Spring 2017
History/SS	20 th Century History	Fall 2016	Spring 2017
History/SS	Criminology	Fall 2016	Spring 2017
History/SS	History through the Eyes of Spies and Secret Agents	Fall 2016	Spring 2017
History/SS	Religions of the World	Fall 2016	Spring 2017
History/SS	Philosophy through Music and Film	Fall 2016	Spring 2017
Math	Geometry	Fall 2016	Spring 2017
Math	Introduction to Statistics	Fall 2016	Spring 2017
Math	Trigonometry	Fall 2016	Spring 2017
Science	Biology/Life Science Credit Recovery/MCAS Prep	Fall 2016	Spring 2017
Science	Marine Biology *	Full year	
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Technology/Engineering and World Languages courses			
Tech/Eng	Digital Literacy	Fall 2016	Spring 2017
Tech/Eng	Design and Problem Solving	Fall 2016	Spring 2017
Tech/Eng	Engineering Design and Graphics +	Fall 2016	Spring 2017
Tech/Eng	Introduction to Engineering/STEAM (Science, Technology, Engineering, Art and Mathematics)	Fall 2016	Spring 2017
Tech/Eng	Video Game Design and Development +	Fall 2016	Spring 2017
Tech/Eng	Website Design and Development +	Fall 2016	Spring 2017
World Lang	Survey of Spanish Literary Masters	Fall 2016	Spring 2017
World Lang	American Sign Language *+	Full year	
World Lang	Latin I *+	Full year	
World Lang	Spanish IV *	Full year	

**Full year courses*

Student Code of Conduct/Acceptable Use Policy (AUP)

For each course taken using the SCRO Virtual Learning Academy course management system, students and their parents must agree to behave responsibly, safely, ethically and within legal constraints at all times. All students enrolled in the SCRO Virtual Learning Academy are sponsored by their home school districts and must adhere to his/her local school district's policies and procedures including the district's Acceptable Use Policy (AUP). Prior to SCRO Virtual Learning Academy's course access all students and their parents must agree to the following guidelines in the educational online learning environment.

I agree to the following terms of use:

- I will exhibit respectful behavior in the course or course management system, just as I would in a classroom; I understand that no obscene, profane, dishonest, threatening or bullying commentary/behavior is allowed.
- I will not copy the work of others, allow others to knowingly copy my work, or misuse work in any way that could result in my removal from the course or course management system.
- I will protect the security of the course or course management system and notify my teacher if I identify any security problem.
- I will keep my password secure and I will not allow anyone else to use my password.
- I will not provide any personal information/photographs or arrange for personal meetings with anyone in the course or course management system outside the scope of the published course syllabus. I will immediately report any message I receive that is inappropriate or makes me uncomfortable in any way to my teacher and/or guidance counselor.
- I will use an email address to access the course/course management system that does not contain any inappropriate words, symbols or connotations. I will keep my teacher informed of any change I my email address during the course.
- I understand that SCRO Virtual Learning Academy assumes no responsibility for any phone charges or usage fees for connectivity to the Internet, the course, and/or the course management system and assumes no responsibility for access to Internet resources or entities not authorized by the teacher. SCRO Virtual Learning Academy assumes no claims and damages of any nature arising from my use or misuse of the course, course management system, and/or Internet and reserves the right to seek restitution for costs incurred, including legal fees, due to my inappropriate use of electronic resources.
- I agree to comply with all state, local and federal laws and I understand that SCRO Virtual Learning Academy will cooperate fully with my school district and local, state or federal officials in any investigation related to illegal activities conducted through this course or course management system and that the SCRO Virtual Learning Academy reserves the right to deny me access to the course management system if I violate this Acceptable Use Policy.
- Social networking tools (e.g., Flickr, VoiceThread, etc.) may be used for educational purposes and will be monitored by the course instructor.

Student Acknowledgement

I have read the SCRO Virtual Learning Academy Acceptable Use Policy and I agree to abide by all provisions. I understand that violation of these provisions may result in disciplinary action including but not limited to the revocation of privileges, suspension or expulsion from school, and criminal prosecution.

Student Name (please print): _____ School District: _____
Student Signature: _____ Date: _____

Parent/Guardian Acknowledgement

I have read the SCRO Virtual Learning Academy Acceptable Use Policy and I agree to abide by all provisions. I understand that my child's violation of these provisions may result in disciplinary action including but not limited to the revocation of privileges, suspension or expulsion from school, and criminal prosecution. I hereby release SCRO Virtual Learning Academy, the district, its operators and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use the SCRO Virtual Learning Academy.

_____ I give permission for my child to participate in the SCRO Virtual Learning Academy and agree to abide by this AUP.

Parent/Guardian Name (print): _____
Parent/Guardian Signature: _____ Date: _____

Return signed AUP to: Mail: Dr. Theresa Craig, READS Collaborative, 105 E. Grove St., Middleboro, MA 02346 or
Fax: 508-946-1088 Email attachment: tcraig@readscollab.org (Subject line "SCRO VLA")

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Advanced Placement Courses

AP Biology

Full Year

Teacher: **William Silva, Jr.** (East Bridgewater High School)

Ap Biology is a full year course which will be equivalent to a one semester college course in introductory topics of life science. Over the course the year students will be expose to cellular structure and function, biochemistry, classical genetics, cellular energetics and the interactions of organism with biotic and abiotic factors in their environments. Throughout the course students will be exposed to each of the four big ideas in biology. These big ideas will be substrate that each lesson will be built upon.

AP Calculus - BC

Full Year

Teacher: **Jayson Silvain** (West Bridgewater High School)

AP Calculus – BC offers students college level course work as they master limits and continuity. Students will know how to derive functions and how to relate these derivatives to their environment. Students will calculate definite integrals with ease and be prepared to earn a qualifying score on the AP Exam.

AP Language and Composition

Full Year

2 Sections will be offered. Students will be assigned to each section randomly unless a specific request is made.

Teachers: **Jamie Ghilhoni** (East Bridgewater High School)

Julie Boudreau (Norton High School)

AP Language and Composition will develop students' skills to communicate effectively and confidently both in writing and in speech across the curriculum and in their professional and personal lives. Students will increase their ability to read complex texts and develop an effective use of rhetoric. Nonfiction is the basis of the course with a focus on argument and analytical writing for various purposes and audiences.

AP Modern European History

Full Year

Teacher: **Amy Wilder** (West Bridgewater High School)

AP European History is designed to be a college-level survey course similar to a western civilization course found at most colleges and universities. Students will continue the examination of the period of European history from 1450 through the early 21st century. Students will focus on the social, political, religious, intellectual, cultural, technological, and economic developments throughout this period of history. Students will form a context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. There will be an emphasis on social studies skills including visual (maps, graphs, and charts) analysis, analytical reading, and analytical writing.

English and Language Arts

Dystopian Literature

Teacher: **Morgan Dwyer** (Carver High School)

**One Semester
Offered:** Fall and Spring

This course is for students who are interested in exploring the themes of dystopian literature in relation to our own world in order to better connect with the most popular current literature and see it from a new lens. In this course, students will examine the essential question: Does power always corrupt? Students will read novels such as *Fahrenheit 451*, *1984*, and *Brave New World*, as well as a number of short stories. Throughout the semester, students will examine the roles of censorship, government control, and the importance of free will/individuality as they weave through each of the major texts. This course will utilize literature of the past to encourage students to always question and seek out opportunities to learn.

Early American Literature

Teacher: **Barbara Bryant** (Carver High School)

**One Semester
Offered:** Fall and Spring

This course is for students who seek to build a thorough understanding of the early beliefs of American history and its expression through American Literature. Students will read literature that is both from and about the time period. Readings will include "Sinners in the Hand of an Angry God," *The Crucible*, comparing Joseph McCarthy and the Red Scare to the Salem Witch Trials, and *The Scarlet Letter*, building an understanding of the way the symbols are developed throughout the novel. The course will be supplemented by other short readings to bolster the topics and themes.

Freshman English Credit Recovery/MCAS Prep

Teacher: **Brenda Ackerman** (READS Academy High School)

**One Semester
Offered:** Fall and Spring

Students in this course will strengthen their critical thinking and writing skills as well as build their understanding of the mechanics and usage of English grammar. Students will study literary elements (irony, satire, humor, connotation, tone etc.) and vocabulary. Students will: apply skills in grammar and usage to exercises and/or compositions; read and critically analyze different genres of literature; define elements of various literary genres (i.e. short fiction, poetry etc.); and write in response to literature. Students in this course will explore elements of English grammar and usage, composition, and literary response, analysis, and evaluation.

The Hero's Journey (English Literature)

Teacher: **Michael Rosow** (West Bridgewater High School)

**One Semester
Offered:** Fall and Spring

Students in this course will strengthen their critical thinking and writing skills as well as build their understanding of the mechanics and usage of English grammar. Students will study literary elements (irony, satire, humor, connotation, tone etc.) and vocabulary. Students will: apply skills in grammar and usage to exercises and/or compositions; read and critically analyze different genres of literature; define elements of various literary genres (i.e. short fiction, poetry etc.); and write in response to literature. Students in this course will explore elements of English grammar and usage, composition, and literary response, analysis, and evaluation.

History & Social Studies

20th Century History

Teacher: **Christina Ripley** (READS Academy High School)

One Semester

Offered: Fall and Spring

Students will explore, examine, and investigate major events of the 20th century. Students will consider and evaluate connections between events in the first half of the twentieth century and the modern world. Historical events studied will include the World Wars, the Korean War, the Vietnam War, and the rise and fall of communism in Eastern Europe. Students will also examine how topics such as art, technology, philosophy, science, gender, the environment, warfare, economics, and politics contributed to the legacy of the last century.

Criminology

Teacher: **Deborah Harrington** (Falmouth High School)

One Semester

Offered: Fall and Spring

Through this course students will study criminal trends as well as why people become criminals. The course focuses around the major theories of criminal behavior. The broad categories include biological theories, social theories and interactive theories. Students will complete a culminating project on theories and engage in a unit on behavioral profiling. Students will examine case studies and explore how different theorists would explain their behavior.

Religions of the World

Teacher: **Stephanie Potito** (Falmouth High School)

One Semester

Offered: Fall and Spring

Students in this course will be introduced to a selection of religions that have had a global impact on all of humanity (Judaism, Christianity, Islam, Hinduism, Buddhism, and Sikhism). Students will study the impact religion has had on the human experience, art and architecture, cultures and societies, and the global development of history. There are two goals for students in this course: First, to understand the history and global impact of various religions; Second, to build acceptance and respect for differences through exposure to a variety of religious beliefs.

History through the Eyes of Spies and Secret Agents

Teacher: **Keriann Whitworth** (Avon High School)

One Semester

Offered: Fall and Spring

At the end of this course, students will have a better picture of what espionage really is, not just a Hollywood genre. They will have an understanding of how spying has been around since at least ancient Greece, if not even earlier. Students will see how spying influenced not only the development of how countries interact with one another, but also how some everyday inventions were developed as a result of spying. Students will be required to complete various types of assignments, analyze videos and articles, and compare/contrast popular culture's understanding of spying to what spying really is.

Philosophy through Music and Film

Teacher: **Barbara Bryant** (Carver High School)

**One Semester
Offered:** Fall and Spring

Students will explore a number of major elements of philosophy including Existentialism, Transcendentalism, The Vedanta, Plato, Archetypes and Carl Jung, Thomas More - Idealism and Pragmatism, and closing with The Puritan Work Ethic. Students will develop a thorough understanding of the various theories through observing and presenting examples of those theories as they are displayed through the use of music and film.

Continue to Mathematics Section

Mathematics

Geometry

One Semester

Teacher: **Bonnie Negrich** (Whitman-Hanson Reg. High School) **Offered:** Fall and Spring

Students will study plane geometry (the study of figures in two dimensions), solid geometry (the study of figures in three dimensional space), and analytical geometry (the study of position in space determined by coordinates). Students will apply the properties of geometry and transformations, as well as utilize algebraic reasoning skills, to solve problems. The course is designed to strengthen inductive and deductive reasoning skills.

Introduction to Statistics

One Semester

Teacher: **Kyla Daley** (West Bridgewater High School) **Offered:** Fall and Spring

Students in this course will be introduced to the major concepts in the study of statistics: Exploring Data, Sampling and Experimentation; Anticipating Patterns; and Statistical Inference. Students will learn about various techniques involved in analyzing and displaying data to explore patterns or deviations from patterns. They will also explore concepts of collecting data through planning and implementing a study. Anticipating patterns will involve calculating simple and compound probabilities to help learn about the expected behavior of random phenomena. Statistical inference will include hypothesis testing and estimating population values based on observed information. Students will gain a better understanding of where statistics come from and be better equipped to be informed consumers in our data-driven world.

Trigonometry

One Semester

Teacher: **Michael Hyde** (West Bridgewater High School) **Offered:** Fall and Spring

Trigonometry focuses on the measurements of the sides and angles of triangles. In this class, students will explore the relations between sides and angles and how this relationship is applicable in the real world. Students will prove trigonometric identities using the trigonometry definitions which will give them a glimpse of higher level mathematics. Students will apply trigonometry to architecture and engineering.

Continue to Science Section

Science

Biology/Life Science Credit Recovery/MCAS Prep

One Semester

Teacher: **Sarah Overley-McDemus**

Offered: Fall and Spring

(South Shore Educational Collaborative HS)

Students will gain a solid understanding of the process of life and make scientifically informed decisions related to their own health and the health of the planet. Students engage in online at-home simple labs and authentic learning experiences that encourage the application of biological knowledge to make decisions and solve problems. Students will study life through cell biology and genetics, and ecology. Students will develop problem solving skills applicable to the biological sciences and learn to think critically and ethically about biological research and its impact on society and the environment.

Marine Biology

Full Year - Two Semesters

Teacher: **Jason Welch** (Holbrook Jr/Sr High School)

Offered: Full Year

Students will explore the oceans through a look at Biology, Geology, and Physical and Chemical Oceanography. Students will begin with a basic historical overview and then move into the physical and chemical components of the marine systems. Students will learn about the ocean environment with an emphasis of the interrelationship of the sub disciplines of ocean sciences. Student learning will focus on the importance of the oceans to human beings as well as the impact of human activities on the oceans.

Continue to Technology and Engineering Section

Technology and/or Engineering

Design and Problem Solving

Teacher: **Stephen Brown** (Norton High School)

One Semester

Offered: Fall and Spring

Through research and design, students will evaluate multiple types of project based scenarios. Projects will include structures, machine parts, and transportation. Students will research, design and sometimes build the project. Students will use a 5-step process as a guide to achieve a desired outcome. Analysis of project-based outcomes will be done based upon findings.

Digital Literacy

Teacher: **Susan Crowley** (Abington High School)

One Semester

Offered: Fall and Spring

Students will discover the importance information literacy skills play in helping them become successful lifelong learners in a digital world. They will learn how to use a variety of digital devices for personal and academic needs. Students will develop an understanding of the advantages and risks that are embedded in their technological surroundings as they explore topics such as digital footprints, privacy issues and cyber bullying. They will also explore issues of digital citizenship and the responsibilities that come with ethical behavior in a digital world.

Engineering Design and Graphics

Teacher: **Brad Mingels** (Scituate High School)

One Semester

Offered: Fall and Spring

Students will be introduced to Engineering design through sketching, drawing and specification development. Topics include orthographic, isometric, oblique, perspective, and section drawings as well as how to develop a complete Engineering specification. These techniques are used to produce Architectural, Mechanical, Civil, and Electronics/Electrical Engineering designs and this course provides the foundation for Computer Aided Design (CAD). Students will be expected to purchase a Drafting Board, T-square and other equipment which is available at most college book stores.

Introduction to Engineering/STEAM (Science, Technology, Engineering, Art and Mathematics)

Teacher: **Kate Doyle** (South Shore Educational Collaborative HS)

One Semester

Offered: Fall and Spring

Students will engage in this introductory course in Engineering with the integrated approach of STEAM (Science, Technology, Engineering, Art and Mathematics). Students will begin to think like engineers, using creative challenges and technological tasks to solve real-world problems. Students will explore ideas in the following educational fields: Structural Engineering, Biotechnology, Product Development, Mechanical Engineering and Civil Engineering through project-based approaches and their implications and influence on the human experience.

Video Game Design and Development

Teacher: **Cathy Edgar** (West Bridgewater High School)

One Semester

Offered: Fall and Spring

This course is for students who love gaming and who are interested in learning how to design and code their own original computer games. Learning activities will combine creativity with problem solving and logic skills to master game development using popular coding software. After learning about and researching game genres and classic games, students learn about all aspects of the game-design process. Students will create engaging, interactive games in a variety of styles. Utilizing a variety of tools designed to introduce computer programming concepts, this course provides a solid introduction to coding. For this course, students will require the use of a computer, not an iPad or Chromebook. They will need the ability to install a variety of software they will use to develop games and 3D artwork.

Website Design and Development

Teacher: **John Collins** (West Bridgewater High School)

One Semester

Offered: Fall and Spring

Students in this course will be learning the basics of HTML Code, including tags, scripts, style sheets, and more. Students will design websites using: HTML code; software-based applications such as Dreamweaver (if available); and web-based applications such as Weebly, Wix and Google Sites. In addition, students will have an understanding of good web design, including, but not limited to navigation, images, colors and more. Students will use specialized software and several web-based resources to modify and edit images for their websites, as well as to design the layout for their website.

Requirements: A basic understanding of how a computer operating system works. All materials and resources used in this course will be open-source or free of charge.

Continue to World Languages Section

World Languages

American Sign Language

Teacher: **Julie Bellini** (READS Collaborative)

Full Year – Two Semesters

Offered: Full Year

This course is designed for students who have little or no previous knowledge of ASL. Students will learn basic vocabulary, grammar, fingerspelling, numbers, terminology and history of ASL. Readiness for learning will be approached via visual-gestural communication techniques, visual discrimination, and visual memory exercises. ASL questions, commands, and other simple sentence structures are introduced to develop basic conversational skills in ASL. Students will be introduced to information about the Deaf Community and Deaf Culture.

Latin I

Teacher: **David McCarthy** (Silver Lake Regional High School)

Full Year – Two Semesters

Offered: Full Year

In this course students will learn the basic forms and syntax of the five declensions and four conjugations of the Latin language. Through reading and translation they will explore the culture and civilization of Ancient Rome and the influences of this society upon subsequent civilizations. Students will use the internet to explore a variety of topics related to Roman culture and demonstrate an ability to think critically by ‘decoding’ Latin sentences. This course will require a textbook.

Spanish IV

Teacher: **Jenna Sisco** (Franklin High School)

Full Year – Two Semesters

Offered: Full Year

Students in this course will use Spanish as the primary language to engage in student-centered learning activities that build practical communication using written and spoken Spanish. Students will acquire intermediate and advanced grammar and vocabulary through culturally centered thematic units using authentic materials with real-life applications and situations. Students will progress through thematic units of study. Assessments are based on performance in the areas of reading, writing, speaking and listening.

Survey of Spanish Literary Masters

Teacher: **Mary Pistorino** (West Bridgewater High School)

One Semester

Offered: Fall and Spring

This course will guide students through some of the most remarkable pieces of literature from the Spanish speaking world, from the Middle Ages (Cervantes) through 21st century authors. Students will gain cultural perspectives and historical insights into a number of Spanish speaking countries and cultures. Students’ own proficiency and confidence with the Spanish language will grow as they read and discuss excerpts from world renowned authors, analyze literary genres and explore rich, timeless, universal themes. As an upper level Spanish course, all readings and assignments will be done in the target language.

Acknowledgement

SCRO thanks TEC Online Academy at The Education Cooperative for resources and support that helped to launch this project.