

PROGRAM of STUDIES

MILLIS JR-SR

HIGH

65-66

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P H I L O S O P H Y

of the

MILLIS JUNIOR-SENIOR HIGH SCHOOL

We, the Administration and Staff of the Millis Junior-Senior High School, believe:

That Millis secondary school education is founded on the realization that man is a rational being, endowed by his Creator with inalienable rights.

That the primary function of education in our American Republic is, with God's inspiration and guidance, to impart knowledge to our youth in accordance with their individual capacities, in order to develop happy productive citizens who will meet the needs of our society. We acknowledge the primary responsibility of the home and the shared responsibilities of the school with other agencies in fulfilling this function, and recognize that these responsibilities can best be met through the co-operative effort of the home, community, staff and students.

That one of the most effective tools for the guidance and inspiration of a student is the example of the teacher.

Objectives

That the Administration shall provide leadership through organization, supervision, and guidance in order to improve the quality of secondary education.

That the Staff through their leadership and through proper teacher-student relationships shall develop sound citizens.

That the curricula shall provide each student with a meaningful sequence of subjects commensurate with his abilities and objectives in order that each may take his proper place in society as a self-directed and self-disciplined adult.

REQUIRED AND ELECTIVE SUBJECT POLICY

Each curriculum is designed so that a student must successfully complete four years of English, three years of social studies, two years of mathematics, and two years of science. Four years of physical education are also required unless one is excused for medical reasons. In addition to these general requirements, each curriculum contains specific subjects that must be completed by the students. These subjects will be found elsewhere in this bulletin in the description of the various curricula.

In addition to the required subjects, each student may usually elect one or more subjects each year. This will be done with the approval of the parents and the counselor.

Each student must take sufficient subjects to obtain at least twenty-one (21) credits each year. Each student must annually take at least four and not more than five major subjects.

CREDIT REQUIREMENTS

Millis High School students are classified according to the number of credits earned toward graduation.

Sophomore standing	21 or more credits
Junior standing	42 or more credits
Senior standing	63 or more credits

Eighty-four credits are required for graduation.

Five credits are given for the satisfactory completion of a major subject. Other subjects are evaluated on a proportional basis. Each subject must be completed before credit is given.

PREREQUISITES

<u>Requirements</u>	<u>For Admission To:</u>
C in English	French I Latin I Spanish I
C in French III	French IV
C in Latin III	Latin IV
C in Spanish III	Spanish IV

Requirements

- C- in English II and
Typewriting I
- C- in Typewriting I
- B- in Algebra II
- B- in Algebra II and Trigonometry
- C- in Algebra I and Plane Geometry
- B- in Algebra I and Plane Geometry
- C in Algebra I
- B- in Algebra II and Chemistry
- B- in Algebra II and Plane Geometry
- B- in Mechanical Drawing II

For Admission To:

- Shorthand I
- Office Practice
- Mathematics IV
- Adv. Mathematics IV
- Modern Algebra II
- Modern Algebra II and
Trigonometry
- Chemistry
- Adv. Chemistry
- Physics
- Mechanical Drawing III

To insure adequate preparation for continuing certain subjects, a grade of C- is normally required in the sequence subjects: Mathematics, foreign languages, typewriting, and shorthand.

GUIDANCE PROCEDURES

Each student will be interviewed individually in the selection of his program for next year. Individual counseling should be of real value in helping the student make realistic subject choices. It is important to understand, however, that students and parents have vital roles to play in the selection process and that their cooperation is essential.

Each student will receive a copy of this bulletin in his home room. He will also receive a form on which he is to provide certain information. The student is to take the form home; and, in consultation with his parents, he is to record his tentative program for next year. The student should bring this form with him to his conference appointment with his counselor. Prior to the counseling interview a thorough examination will be made of the student's record, including his achievement in school subjects, the results of interest, aptitude, and achievement tests, and comments of past and present teachers. The student's choice of subjects will then be evaluated in the light of this important information.

During the counseling interview the student will have the opportunity to discuss his subject choices in relation to his post-high school ambitions. A final decision will be reached at that time on his subject selection for next year, and the student

will take the form home for the approval and signature of his parents. The form should be returned to the Guidance Director on the following day.

SUBJECT CHANGES

Pupil progress will be retarded if an attempt is made to change a subject after the beginning of the school year. After the program form has been submitted to the Guidance Director with the parent's signature affixed, changes may be made only upon written request of the parent and with the approval of the Guidance Director and the Principal. In order to avoid the difficulties involved in changing subjects during the school year, students and parents should give careful attention to selecting next year's program.

MAKE-UP SUBJECTS

Students who fail one or more subjects during the academic year may exercise their opportunity to make up the subject and receive credit. In order to receive credit for the subject, the following conditions must be met.

1. The student must attend a summer school approved by the Millis School Committee. At present the summer schools operated by Franklin High School and Wellesley High School are approved.
2. The subject(s) must be made up during the summer immediately following the failure.
3. The student must receive a grade of C- (70) or better in the subject(s) at summer school.

EXAMINATIONS

Special examination days are set aside half-way through the school year and again near the end of the school year. During these periods, two-hour comprehensive examinations are given in various courses. These examinations count one-fifth of the final year's average in each course. Quarterly grades count four-fifths of the final average for the year.

ACTIVITIES

Students in grades 9-12 may participate in the following activities:

- Student Council
- National Honor Society
- Mohawk Messenger (school publication)
- Yearbook
- Oratorical Contest
- Senior Play

SCHOLARSHIPS

- American Legion Scholarship
- Millis Parent-Teacher Association Scholarship
- Niagara Engine Company of the Millis Fire Dept. Scholarship
- Morris C. Mushnick Scholarship
- Millis Teachers' Association Scholarship
- Millis High School Student Council Scholarship
- Philip Braman Screw Co. Scholarship
- Citizens Scholarship Foundation Scholarships

CURRICULUM I

Grade 9

English I
 Civics
 Algebra I or General Math. I
 General Science
 Physical Education
 One or no major electives

Grade 11

English III
 U. S. History & Government
 Physical Education
 Two or three major electives

Grade 10

English II
 General Biology
 Mathematics
 Physical Education
 One or two major electives

Grade 12

English IV
 U. S. History & World Affairs
 Physical Education
 Two or three major electives

Curriculum I may best be described as a General course of study. This curriculum is intended for (1) the student who is undecided concerning his or her post-high school plans and (2) the student whose post-high school ambitions would probably not be realized by the other curricula at Millis High School.

A special feature of Curriculum I is its flexibility. It should be noted that in addition to certain fundamental subjects, a wide range of electives are available in this curriculum. This allows the student an opportunity to select a program each year that will serve his individual purposes. A wise choice of electives can provide the student with a solid, sound high school education, and it can be of great value in preparing him for living, working, and citizenship after high school.

CURRICULUM II

Grade 9

English I
Algebra I or General Math. I
Civics
General Science
Woodworking
Physical Education

Grade 10

English II
General Biology
Mathematics
General Metals
Physical Education
One major elective

Grade 11

English III
U. S. History & Government
Electricity
Physical Science
Physical Education
One major elective

Grade 12

English IV
U. S. History & World Affairs
Electronics
Physical Education
Two major electives

Curriculum II is designed for students who plan to attend two-year technical schools, apprenticeship programs for the mechanical trades, and those who plan to terminate their formal education upon graduation from high school.

Curriculum II is intended for the student with strong vocational interests and mechanical aptitude. It will permit considerable experience in the use of shop equipment, and it will allow the ambitious student to take sequences of courses in mathematics and science. Strongly motivated students will take several courses in mathematics and two years of mechanical drawing in preparation for technical vocations.

Grade 9

English I
Civics
Algebra I
Language, General Science or both
Physical Education

Grade 10

English II
Plane Geometry
Language
Biology
Physical Education
One major elective

Grade 11

English III
U. S. History & Government
Algebra II
Physical Education
One or two major electives

Grade 12

English IV
U. S. History and
World Affairs
Physical Education
Two or three major electives

Curriculum III is designed to prepare students for admission to all types of colleges. This curriculum has been developed to provide all the subjects required for admission to four-year colleges. Yet, the program is flexible enough to meet the individual educational needs of students. Since college requirements vary greatly, it is recommended that students investigate colleges early in high school.

Liberal arts colleges generally require four years of English, at least two years of one foreign language and mathematics, and one or two years of social studies and science. Able students should not be content with meeting these minimum requirements; instead, they should take as many academic subjects as they can handle in order to meet the growing competition for college admission.

Engineering colleges normally require four years of mathematics and as much science as possible. Although foreign languages are often not required, it is recommended that the prospective engineering or science student take at least two years of one language.

Colleges usually recommend that a student study one foreign language for three or four years rather than study two foreign languages for two years each. Consequently, able students are strongly urged to start French, Spanish, or Latin in Grade 9 and continue the same language throughout high school.

In order to accelerate their progress in science, a small group of talented students will be invited to take biology in Grade 9, which will allow them to take chemistry in Grade 10, advanced chemistry in Grade 11, and physics in Grade 12.

The school recognizes the fact that many ninth grade students and their parents have not decided whether or not they will attend college. May we emphasize the fact that this curriculum is the best preparation for virtually any kind of further education or training.

CURRICULUM IV

Grade 9

English I
 Civics
 General Science
 Algebra I or General Math. I
 Home Economics I
 Physical Education

Grade 10

English II
 General Biology
 Mathematics
 Home Economics II
 Physical Education
 One or no major electives

Grade 11

English III
 U. S. History & Government
 Home Economics III
 Physical Education
 One or two major electives

Grade 12

English IV
 U. S. History & World Affairs
 Home Economics IV
 Physical Education
 One or two major electives

Curriculum IV is designed specifically for girls who have no post-high school educational ambitions and who wish to obtain extensive preparation in the art and science of homemaking.

The school includes three classroom-laboratories--foods, clothing, and home-family living. These laboratories are well-equipped to provide broad, intensive education in the selection, preparation, and serving of foods, nutrition, meal-planning, fashions, wardrobe-planning, selection, production, and repair of clothing, household management and administration, home and family relations, and child care.

Although Curriculum IV is not a vocational course, it offers valuable preparation for girls who wish to continue their training for such occupations as cooks, bakers, restaurant and tea room operators, caterers, seamstresses, tailors, dressmakers, practical nurses, and beauty operators.

Curriculum IV is a flexible program that allows students to elect academic, business, and/or general subjects to meet their individual interests, aptitudes, and ambitions.

Students who plan to attend college and major in home economics should follow Curriculum III while in high school and elect home economics to complete their programs.

CURRICULUM V

Grade 9

English I
 Civics
 General Science
 Gen. Math. I or Algebra I
 Physical Education
 One major elective

Grade 10

English II
 General Biology
Mathematics
 Typing I
 Physical Education
 One major elective

Grade 11

English III
 U. S. History & Government
 Bookkeeping I
 Typing II
 Physical Education
 One major elective

Grade 12

English IV
 U. S. History & World Affairs
 Office Practice
 One or two major electives
 Physical Education

Curriculum V is designed to equip students with the knowledge and skills required to enable them to obtain clerical positions in business and governmental offices. Students who successfully complete this course should be qualified to work as stenographers, typists, receptionists, bookkeepers, cashiers, office machine operators, general office clerks, and as persons in similar occupations.

In most instances, graduates of Curriculum V will not be prepared to attend colleges, nursing schools, and teachers' colleges. The student who has the ability and the slightest intention of attending college is advised to pursue Curriculum III.

The student who aspires to attend junior college or secretarial school to become a specialized secretary--executive, legal, medical, foreign trade, diplomatic, or scientific--should pursue Curriculum III. Students with such plans should discuss them with the counselor.

Students in Curriculum V who intend to seek office work immediately after high school should take shorthand in Grade 11 and shorthand transcription in Grade 12 if they have the necessary aptitude for these subjects.

ELECTIVE SUBJECTS

A major elective subject is one that yields five credits upon successful completion. Minor elective subjects yield fewer credits because classes meet fewer than five times per week and/or no home preparation is required.

Below are listed all of the elective subjects available during the 1965-66 school year, as well as the grades in which the subjects may be elected, the number of class meetings per week, and the number of credits earned upon successful completion. When a particular year for taking a subject is not listed, the subject may be taken in any year.

<u>Subject</u>	<u>Grade</u>	<u>Periods</u>	<u>Credits</u>
Arts and Crafts		1-2	$\frac{1}{2}$ to 1
Arts and Civilization I	9, 10, 11, 12	5	5
Arts and Civilization II	10, 11, 12	5	5
<u>Business</u>			
Business Law ($\frac{1}{2}$ year)	11, 12	5	$2\frac{1}{2}$
Consumer Economics	11, 12	5	$2\frac{1}{2}$
Bookkeeping I	11, 12	5	5
Personal Typewriting	11, 12	2	1
Shorthand I	10, 11, 12	5	5
Shorthand II and Trans.	12	10	$7\frac{1}{2}$
General Clerical Practice	10	5	5
Typewriting I	10, 11, 12	5	$2\frac{1}{2}$
Typewriting II	11, 12	5	$2\frac{1}{2}$
<u>Driver Education</u>	11, 12	2	1
<u>Home Economics</u>			
Home Economics I	9	5	5
Home Economics II	10	5	5
Home Economics III	11	5	5
Home Economics IV	12	5	5
Home Economics (Elective--Girls)	11, 12	1-2	$\frac{1}{2}$ to 1
Home Economics (Elective--Boys)	11, 12	1-2	$\frac{1}{2}$ to 1
<u>Industrial Arts</u>			
Mechanical Drawing I	10, 11	5	$2\frac{1}{2}$

<u>Subject</u>	<u>Grade</u>	<u>Periods</u>	<u>Credits</u>
Mechanical Drawing II	11, 12	5	2½
Mechanical Drawing III	12	5	2½
Woodworking	9	5	2½
General Metals	10	5	2½
Electricity	11	5	5
Electronics	12	5	5
<u>Language</u>			
French I	9, 10, 11	5	5
French II	10, 11, 12	5	5
French III	11, 12	5	5
French IV	12	5	5
Latin I	9, 10, 11	5	5
Latin II	10, 11, 12	5	5
Latin III	11, 12	5	5
Latin IV	12	5	5
Spanish I	9, 10, 11	5	5
Spanish II	10, 11, 12	5	5
Spanish III	11, 12	5	5
Spanish IV	12	5	5
<u>Mathematics</u>			
General Math I	9, 10	5	5
General Math II	10, 11, 12	5	5
Modern Algebra I	9, 10, 11	5	5
Modern Algebra II and Trigonometry	11, 12	5	5
Plane Geometry	10, 11, 12	5	5
Math IV	12	5	5
Advanced Math IV	12	5	5
<u>Music</u>			
Chorus		1-2	½ to 1
Band		2	1
Orchestra		2	1
<u>Science</u>			
Advanced Chemistry	11, 12	6	6
Biology	9, 10	6	6
General Biology	10	5	5
Chemistry	10, 11, 12	6	6

<u>Subject</u>	<u>Grade</u>	<u>Periods</u>	<u>Credits</u>
General Science	9	5	5
Physical Science	11, 12	5	5
Physics	12	6	6
<u>Social Studies</u>			
World Geography	10	5	5
World History	10, 11, 12	5	5

SUBJECT DESCRIPTIONS

On the following pages you will find brief descriptions of each subject that will be taught at Millis High School in 1965-66.

ART

Art and Civilization I 5 Periods 5 Credits

A survey course of the arts is offered to high school students for 5 credits. In daily sessions students learn of the origins and fundamental relationships of those activities which enrich men's lives. Through lectures and personal research, students learn how living patterns influence the art of different regions of the world. Work in various art media helps the student appreciate the problems faced and overcome by artists and artisans of different cultures. Unlike other art courses which deal specifically in studio work, homework and frequent tests make Art I an academic challenge to those participating.

Four major units subdivided over the space of a year, keep the course an ever-growing, changing realm of study. The four areas of study include: origins of civilization, emotions and art, drama, and the chronology of styles.

Art and Civilization II 5 Periods 5 Credits

The advanced program of the Art and Civilization course will cover in much greater detail, material discussed the previous year. Instead of a survey of civilizations, students will be expected to select a craft or art form practiced by many cultures

and by research trace the development of their choice. Relationships of art forms will also be more carefully scrutinized. Creative writing will play an important part also. Above all, the identification and appreciation of great painting, music, architecture and sculpture will be stressed.

Arts and Crafts

1-2 Periods

$\frac{1}{2}$ -1 Credit

Art in high school is designed for those students who are interested in it as a career and for those who wish to further develop an appreciation of the aesthetics. The knowledge and experience brought from junior high school are springboards. Techniques, general understanding, knowledge, and creative experiences will be pursued. Problems to be solved should be accompanied by illustrations of numerous solutions to similar problems by contemporary, commercial and fine artists.

BUSINESS

Bookkeeping I

5 Periods

5 Credits

The fundamental principles of recording business transactions are learned. As skill grows, the bookkeeping cycle is expanded to include special journals, ledgers, and work sheets with adjusting entries. Each student has the opportunity to keep a complete set of books utilizing every phase of his learning.

Business Law ($\frac{1}{2}$) Year

5 Periods

2 $\frac{1}{2}$ Credits

This is a basic course given to students to help develop their understanding of personal rights and obligations in business situations and to assist the student to meet demands of the everyday business world. A better understanding of law enables one not only to understand and appreciate the workings of organized society but also to better participate as a member of that society.

Consumer Economics ($\frac{1}{2}$) Year

5 Periods

2 $\frac{1}{2}$ Credits

The study of economics is essential to the proper education of citizens in a democracy. The objectives of the course are to learn facts relating to social economic conditions and to discover and understand economic principles. Emphasis is placed upon personal economics: Personal investing, insuring, banking, borrowing, and purchasing.

General Clerical Practice

5 Periods

5 Credits

The fundamental skills in arithmetic, business vocabulary, grammar, punctuation, syllabication and spelling are reviewed. Filing and an introduction to bookkeeping and shorthand give the student confidence to pursue these subjects more intensively.

Personal Typewriting

1 Period

1 Credit

This course is for the student primarily interested in developing sufficient typing skill to meet his school and personal needs. Emphasis is placed on manuscripts, term papers, and careful proofreading. The course is open to sophomore, junior, and senior students and is especially recommended as an extra for all college preparatory students. In scheduling, preference is given to upper classmen.

Office Practice

5 Periods

5 Credits

This is a required course for seniors preparing for office positions. Typewriting I is a prerequisite of the course. A practical knowledge of general office routine is stressed throughout the course. The duties and responsibilities of office workers are emphasized. Students are taught to use various office machines on the acquaintanceship level. A four-week filing course is also included as well as instruction in the handling of mail, communication devices, office practice typewriting, data processing, etc. Prerequisite: C- in Typewriting I.

Shorthand I

5 Periods

5 Credits

The theory of shorthand is taught in the first semester. In the second semester emphasis is placed on dictation so that at the end of the year the student should be able to take dictation at 60 to 80 words per minute for three minutes. To be successful in this course the student should be a good speller, know grammar and punctuation, and have one year of typing prior to entering the shorthand course. Prerequisite: Grade of C- or better in English II, and Typewriting I.

Shorthand II and Transcription 10 Periods

7½ Credits

The basic theory of shorthand having been mastered, the student is trained to take dictation correctly at a speed of 100 to 120 words per minute and to produce at a reasonable rate a mailable typewritten copy. Dictation is on varied subjects. Those who do well are able to accept positions in business offices. Prerequisite: Grade of C- or Better in Shorthand I and Typewriting II.

Typewriting I

5 Periods

2½ Credits

This is an introductory course in which accurate and rapid typing is stressed. Individual accomplishments vary, but a minimum speed of 40 words per minute and the ability to set up business letters, outlines, and simple tabulations give the student the basis of a salable skill.

Typewriting II

5 Periods

2½ Credits

The techniques and skills learned in Typewriting I are reviewed. The primary aim of the course is to increase the student's ability to handle any style of letter, tabulation, manuscript, invoice, statement, telegram, report, etc. which a typist or stenographer might be called upon to type in a business office. Throughout the course drill is given to maintain correct habits, to increase speed, and to develop skills essential to transcription from shorthand or voice-recording machines. Prerequisite: Grade of C- or better in Typewriting I.

Driver Education

2 Periods

1 Credit

The purpose of Driver Education and Driver Training is to develop skills, understanding, and proper attitudes for the safe operation of motor vehicles. The development and appreciation of highway courtesy are stressed. The course is offered primarily to juniors who are or will be 16 years of age before January 1 of the school year. The course is divided into two phases: 1. Classroom instruction, and 2. Behind-the-wheel training. Students who successfully complete the course and receive their driver's license will be issued a certificate by the Massachusetts Registry of Motor Vehicles, which entitles them to premium discounts on motor vehicle insurance.

ENGLISHEnglish I (Curriculum III)

5 Periods

5 Credits

The first year of English is primarily devoted to the study of grammar, mechanics, spelling, and an introduction to the fundamental structural characteristics of six literary genres: short story, poetry, essay, drama, epic, and novel. The course is designed to provide the student with basic elements in each of the following areas:

1. The ability to write complete, correct sentences and well

- constructed paragraphs.
2. The ability to express thoughts and feelings in a clear, coherent sentence with poise and self-confidence before others.
 3. The ability to organize material and to present it in acceptable oral and written compositions.
 4. The ability to read for information, pleasure, analysis, and evaluation.

English I (Curricula I, II, IV, V) 5 Periods

5 Credits

This course is designed to provide the student with basic elements in each of the following areas:

1. The ability to write complete, correct sentences and well constructed paragraphs.
2. The ability to express thoughts and feelings in a clear, coherent sentence with poise and self-confidence before others.
3. The ability to organize material and to present it in acceptable oral and written compositions.
4. The ability to understand the nature of words including a progression from word study in previous years, stressing particularly definition, syllabication, and spelling correlative to the ninth grade.
5. The ability to use formal grammar taught in the eighth grade and to develop it further in proficiency and skills.
6. The ability to read for information, pleasure, analysis, and evaluation.

English II (Curriculum III) 5 Periods

5 Credits

The second year of English begins with a review of English I grammar and leads to a more complete study of grammar rules. The structural characteristics of the literary genres introduced in grade nine are studied in more detail, with emphasis placed upon acquiring literary terminology. Intensive practice in both oral and written communication is continued from grade nine as a fundamental aim of the sophomore year.

English II (Curricula I, II, IV, V) 5 Periods

5 Credits

The Sophomore English Course furthers the understandings, skills, and abilities of the freshman year. It improves the area

of spoken and written communication. To do so, the course stresses the mechanics of communication as well as the nature and techniques of written communication. Also it insures growth in the ability to analyze and distinguish among the many factors of successful oral appeal, and to evaluate common information offered by modern media of mass communication: television, radio, magazines, and newspapers.

English III (Curriculum III) 5 Periods 5 Credits

This course includes a complete review of grammar and aims toward a deeper, more intensive coverage of grammatical usage than previously undertaken. A survey of major writers and trends in American literature is studied in conjunction with American history. Such interdepartmental correlation should provide the student with a richer background and understanding of his own country. Gaining a thorough knowledge of the research process and writing a term paper are also aims of the year. This course introduces creative writing and extra-curricular reading to a far greater degree than in the preceding years.

English III (Curricula I, II, IV, V) 5 Periods 5 Credits

English III is an outgrowth of the first two years of English. All skills, abilities, and understandings of the first two years are also present in the third year. It stresses, more than previously, evaluation of reading material and analysis writing and is expected to present more frequent and independent written compositions. The course stresses the literature of the United States. Hence, the student comes to realize the literary background of our country, while he is realizing the concomitant outcomes of the English course itself.

English IV (Curricula I, II, IV, V) 5 Periods 5 Credits

This course is designed to enable the business student and any other who does not intend to pursue the normal study of English past graduation to speak, write, and read as befits one with a high school education. The grammatical content of previous years is reviewed. The fourth year concentrates upon oral speeches, written compositions, and a study of the literature of England as a complement to the study of American literature undertaken in the junior year. Errors of written and spoken English are corrected. The student, it is hoped, will leave the school with an appreciation for literature and a knowledge of the pleasure gained through its exploration.

English IV (Curriculum III) 5 Periods

5 Credits

Senior English consists of perfecting and polishing the student's grammar, trying his hand at larger, more comprehensive projects, and rounding out his reading list. A survey of major writers and trends in English literature is made, with emphasis placed upon the works of Chaucer, Milton, and Shakespeare.

HOME ECONOMICSHome Economics I

5 Periods

5 Credits

Foods: Essentials of menu planning based on sound principles of nutrition with emphasis placed on luncheons is the basis of this unit. Skills in entertaining will be developed through planning, preparing and serving a class tea.

Clothing: Students in this course will extend their knowledge of sewing techniques through the construction of two cotton garments according to their ability and needs.

Home Economics II

5 Periods

5 Credits

Foods: Knowledge of nutrition and methods of preparing meat, poultry, and fish will be correlated with dinner menu planning and preparation for the family. Skills in entertaining will be increased through planning and serving a Holiday dinner.

Clothing: Two major projects in wool will be required. The proper use of color, line and design will be stressed.

Home Economics III

5 Periods

5 Credits

Foods: Foreign cookery, special diets such as infant, geriatric and convalescent will be studied. A unit of home nursing techniques will be studied.

Clothing: Students in this class will work with fabrics which require special handling to construct clothing and accessories. Wardrobe planning and purchasing will be included in this area.

Home Economics IV

5 Periods

5 Credits

This course is planned to give students a greater understanding of themselves and the roles they are to play during their adult lives. Human relationships in their family, career and social worlds will be studied. Various aspects of home and family manage-

ment, such as consumer education, purchasing food, and home furnishing for the family, interior decorating, child development and money management, will be studied to help students understand the responsibilities they have to themselves, their families, present and future, and to their friends.

Home Economics (Elective--Girls) 1-2 Periods $\frac{1}{2}$ -1 Credit

This elective will include those areas of Home Economics that are the greatest interest to each individual group.

Home Economics (Elective--Boys) 1-2 Periods $\frac{1}{2}$ -1 Credit

This elective will consist of food preparation and the basic rules of nutrition.

INDUSTRIAL ARTS

Woodworking 5 Periods 2 $\frac{1}{2}$ Credits

Advanced tools and light machinery will be explained. Projects involving these tools will be completed in such a manner as to familiarize the students with the complex problems and approaches of industry.

General Metals 5 Periods 2 $\frac{1}{2}$ Credits

The objective of this course is to develop within the student an appreciation of good design and construction so that he may be able to develop projects suitable to cold metal forming and recognize quality products.

Electricity 5 Periods 5 Credits

This class is designed to present the fundamental working principles of electricity and magnetism. The student learns, through description, example and demonstration, safe working habits while using and working with electricity.

Electronics 5 Periods 5 Credits

It is the object of this course to present a scientific, practical, working approach to electronics and to provide the student with a knowledge of the domestic uses of electronic devices. The course is designed to stimulate an interest in scientific experimentation, through the understanding of basic electronics and to give the student sufficient knowledge to guide him in his selection of a vocation. Prerequisite: A grade of C- or better in Electricity.

Mechanical Drawing I

5 Periods

2½ Credits

This course is designed to introduce the method or language of industry and blueprints to the student. The use and care of the draftsman's tools are emphasized through the many problems which must be drawn and solved by the student. An appreciation of the skills required for this type of work is fostered with emphasis being placed upon accuracy of both line and lettering techniques.

Mechanical Drawing II

5 Periods

2½ Credits

Proficiency in reading and the making of drawings both with instruments and freehand are expected in this course. The methods of orthographic projection, pictorial representation and reproduction are emphasized according to the skills acquired from Mechanical Drawing I. The student works at his own rate of speed with this rate accelerating with the acquisition of skill and knowledge.

Mechanical Drawing III

5 Periods

5 Credits

The emphasis in this course will be architectural design and will combine the major lessons of Mechanical Drawing I and II. Drawings will include architectural lettering, framing details, structural drawings, perspective, pictorial drawings and floor plans. The course will end with an individual design. Emphasis will be placed on originality. Prerequisite: Completion of Mechanical Drawing II with a grade of B- or better.

FRENCHFrench I

5 Periods

5 Credits

The abilities to speak and to understand the spoken language are the primary objectives of this first year of French. The students learn the language through a continued series of conversations, patterned drills, and oral work intermingled with units on grammatical constructions. The grammar content will consist of only those things necessary for the comprehension of the conversations. Literature will be studied, but only during the latter half of the year. Geographical and historical figures will be studied as well as the days of the week, months of the year, numbers, time, etc. The first five conversations will be studied without the benefit of a book so that a true mastery of the spoken language may be achieved. The students will, on the average of three times a week, be in the language laboratory to perfect their pronunciation and understanding of the language. A grade of C or better in

English is required for admittance into the French course.

French II

5 Periods

5 Credits

Following the same format used during the first year of French, the students will continue to emphasize the spoken language, rather than the written language. More extensive use of the language will be required in the classroom, as well as more complex written work. Short compositions written directly in the language, without the use of English in any way, will be a standard procedure throughout the year. The language laboratory will continue to be used extensively in the acquisition of a correct pronunciation and in the understanding of the spoken language. Literature, this year, will be studied in greater length both in the class and as assignments. A grade of C- or better in French I is a prerequisite to French II.

French III

5 Periods

5 Credits

Oral conversations, grammatical lessons based on the conversations, and literature will form the context of this course. The oral conversations will be learned in the same manner as in the two previous years, that is, in the classroom and language laboratory. Grammar will be stressed much more greatly than in the previous years, but only as a supplement to the oral work. Literature, which will consist of readings that provide the students with a true picture of France and her people, will play a more integral part of the course. Some of these readings will be excerpts from the works of Maupassant, Zola, Dumas, etc. Oral reports, compositions, etc. will also be required. Prerequisite: Completion of French II with a grade of C- or better.

French IV

5 Periods

5 Credits

Using the identical pattern of the first three years, the student will continue the study of the oral conversations and patterned drills although to a lesser extent than previously. Literature will form the primary context of this course and the students will read La Chanson de Roland and many other works authored by Rabelais, Hugo, Pasteur, Cezanne, Voltaire, Moliere, etc.

A complete review of all of the grammatical principles covered in the first three years will be given in the second semester and classes will be conducted with the specific aim of complete comprehension of the spoken language. Compositions, book reports and other similar assignments will be included in this program. During the second semester, a term paper on some aspect of France will be

included in this program. During the second semester, a term paper on some aspect of France will be required for the successful completion of the course. Prerequisite: A grade of C (75) or better in French III.

LATIN

Latin I

5 Periods

5 Credits

The first year of Latin primarily stresses vocabulary and grammar. The grammar consists of the conjugations of verbs, the use of tenses, the declensions of nouns, pronouns, and adjectives, and the use of cases. A primary aim of the course is to enable the student to translate both from the English language to the Latin and from the Latin to the English. This aim is achieved by a concentration on simple Latin stories and by drill on syntax. This course also strives to impart a knowledge of the customs and civilization of Ancient Rome whereby the student may more readily comprehend the background of our own present day civilization. Prerequisite: A grade of C or better in English is required for admittance into the Latin course.

Latin II

5 Periods

5 Credits

The second year of Latin consists in broadening the student's vocabulary and of giving him a more detailed study of grammar which includes the uses of additional forms of the verb and the study of special syntax. The purpose of the second year of Latin is to equip the student so that he may more readily translate the classical style of Latin. He is introduced to Latin literature, especially to the study of the "Commentaries of the Gallic Wars" written by Julius Caesar as well as Jason and the Argonauts and other myths. Prerequisite: A grade of C- or better in Latin I.

Latin III

5 Periods

5 Credits

The third year of Latin continues the study of Classical Latin started in Latin II. This course is devoted to the study of the style and orations of Cicero. Some time is also spent in the study of Cicero's Letters and Philosophy of Life, with selected translations from Sallust, the Roman Historian. The necessity of developing a vocabulary is stressed together with an intimate knowledge of syntax. Faithful preparation, proper appreciation of the thought content and intelligent rendition of the Latin essays are expected of students in this course. Prerequisite: A grade of C- or better in Latin II.

Latin IV

5 Periods

5 Credits

The fourth year of Latin introduces the student to the study of the poetry of Ovid, Virgil, Horace, and Catullus. An appreciation of its charm, the cultivation of a love for letters, and a sound literary taste are the aims of this course. Prerequisite: A grade of C or better in Latin III.

SPANISH I

5 Periods

5 Credits

The emphasis in Spanish I will be on the spoken word. Students will be required to memorize a number of dialogues which introduce the basic structure of the language. Only after hearing and responding to the spoken word will the students be introduced to the written word.

By the end of the first year, students should be able to respond to oral questions or directions, take dictation, spell, sight read, and apply the rules of grammar and pronunciation to new situations.

The oral learning will be reinforced by the means of structured drills in the language laboratory. Prerequisite: A grade of C or better in English.

Spanish II

5 Periods

5 Credits

During the second year of Spanish, the students will continue to employ the oral approach begun in the first year. Second year students, however, will also use a graded reader and other supplementary reading material and will be assigned several research papers relating to historical and cultural backgrounds. In the second half of the year, simple compositions will be assigned to provide a practical application of vocabulary and grammar.

Oral drills for structure and pronunciation will be continued in the language laboratory and Spanish will be used in the classroom as much as possible. Prerequisite: A grade of C- or better in Spanish II.

Spanish III

5 Periods

5 Credits

Since the students now possess a fairly firm oral foundation in Spanish, classes will be conducted in Spanish insofar as possible. This course will emphasize an understanding of contemporary Spain through class readings and reports. The course will

also include a thorough grammatical review in Spanish and an application of those rules in compositions.

Oral reports and discussions will further enhance the oral work of the preceeding years while structure and pronunciation drills will be continued in the language laboratory. Prerequisite: A grade of C- or better in Spanish II.

Spanish IV

5 Periods

5 Credits

The primary aim of this course is to give an overview of the historical and literary development of Spain, introducing the student to such figures as el Cid, Cervantes, el Greco, Garcia Lorca, etc. The course will be conducted entirely in Spanish (insofar as possible) in order to ensure continued progress in oral comprehension and conversation.

Grammar will continue to be reviewed and reinforced through free and assigned compositions.

Book reports and other similar assignments will also be included in this program. Prerequisite: A grade of C or better in Spanish III.

MATHEMATICS

General Mathematics I

5 Periods

5 Credits

A survey course in mathematics covering the areas of arithmetic, algebra, and plane geometry: general review of the arithmetic processes on whole numbers, fractions, and decimals; percentage; bases other than 10; graphs; introduction to algebra; introduction to geometry; applications to everyday living.

General Mathematics II

5 Periods

5 Credits

Review and extension of procedures and concepts covered in General Mathematics I; topics from elementary trigonometry and statistics; practical applications.

Mathematics IV

5 Periods

5 Credits

Trigonometry: trigonometric functions; functions of angles; line values and graphs of trigonometric functions; functions of the sum of two angles; trigonometric equations and identities; inverse trigonometric relations; solutions of right and oblique triangles; polar coordinates; complex numbers; vectors.

Advanced Algebra: mathematical induction; determinants; theory of equations.

Analytical Geometry: coordinate geometry; the line; functions and graphs; locus; exponential and logarithmic functions; parametric and polar equations; conic sections. Prerequisite: Completion of Algebra II with a grade of B- or better.

Advanced Mathematics IV

5 Periods

5 Credits

Introduction to structure of mathematics: number system, groups, fields, set theory, Boolean Algebra, mathematical induction.

Functions: polynomial, trigonometric, exponential, and logarithmic.

Introduction to Probability: combinations and permutations.

Analytic Geometry: coordinate geometry and conic sections.

Introduction to calculus: concept of limit and its applications, differentiation, and integration. Prerequisite: Completion of Algebra II and Trigonometry with a grade of B- or better.

Modern Algebra I

5 Periods

5 Credits

Introduction to sets; fundamental laws; operations on the numbers of arithmetic; real numbers; open sentences; graphs and solution sets of linear equations and inequalities and systems of linear equations and inequalities; exponents and radicals; polynomials; special products and factoring; quadratic equations; relations and functions.

Modern Algebra II

5 Periods

5 Credits

Review and extension of topics of Algebra I; complex number system; quadratic equations and functions; second degree equations and their graphs; sequences, series, and the binomial expansion; introduction to trigonometry; logarithms. Prerequisite: Completion of Algebra I and Plane Geometry with a grade of C- or better in each.

Modern Algebra II and Trigonometry

5 Periods

5 Credits

Review and extension of topics of Algebra I; trigonometric functions; functions of angles; trigonometric equations and identities; exponential and logarithmic functions; complex number system; quadratic equations and functions; second degree equations and their graphs; triangles and vectors; sequences, series, and the binomial expansion. Prerequisite: Completion of Algebra I and Plane Geometry with a grade of B- or better in each.

Plane Geometry

5 Periods

5 Credits

Straight line figures; the circle; congruence; similarity; areas. Emphasis is placed on critical, deductive reasoning and on understanding the logical structure of mathematics. Some solid and coordinate geometry is incorporated. Prerequisite: Completion of Algebra I with a grade of C- or better.

MUSICBand

2 Periods

1 Credit

The Band offers the student the opportunity to engage in a wide latitude of musical performance and experience. Outside activities such as exchange concerts, all-state participation, and football shows, offers the student social and musical experience. Students require adequate playing skill for eligibility. The Band meets two periods a week, during school hours.

Orchestra

2 Periods

1 Credit

The orchestra will meet two times a week during school hours. Any student who has studied for a sufficient length of time on his instrument and thus is able to play with the orchestra is eligible. Its purpose is to provide a means of musical expression in group playing.

Chorus

1-2 Periods

 $\frac{1}{2}$ -1 Credit

The Chorus is made up of a group of high school students who have elected it. Any student who has a sincere interest in singing is eligible to join the High School Chorus. The Chorus sings many types of music, including popular music, in one, two and three parts. The High School Chorus participates in school assemblies and in the Spring Concert.

PHYSICAL EDUCATIONPhysical Education (Boys)

2 Periods

1 Credit

Emphasis in the fall is on team and group games--soccer and flag football. Physical fitness tests are given. During the winter basketball and volleyball are played. The boys are trained in gymnastics and apparatus work. For work on the heavy apparatus, boys are tested for arm strength and placed in groups. During the spring softball and track are played, and physical fitness testing is held. Calisthenics start each class, with various types of relays used to help in building physical fitness.

Physical Education (Girls)

2 Periods

1 Credit

Activities for girls include field hockey, soccer, speedball, basketball, volleyball, badminton, tumbling and apparatus, free exercise, four different dance units, exercise with music, marching, softball, track and field, and tennis. Exercises are given at the beginning of each class period. Physical fitness tests are included in the track and field unit.

READINGReading

1 Period

1 Credit

The developmental reading program stresses the self-improvement of the individual student in reading and study skills under the direction of the reading specialist. This means: First, the determination of the student's level, weaknesses and strengths by standardized tests and by informal tests; second, a sequential development of the reading process at each grade level; third, attention to specific deficiencies of the individual in comprehension, rate, vocabulary, word attack, spelling, summarizing, outlining, note taking, following directions, dictionary, usage, paragraph analysis, skimming, and critical thinking.

Because students receive credit for the course, they are expected to devote the equivalent of one class period per week to outside reading in newspapers, magazines and books. A daily summary record of which is to be handed in weekly. In keeping with the stress on self-improvement, report card marks for reading reflect student effort to do his homework neatly, completely, and to hand it in on time. Reading is a skills development subject with subjective standards designed to motivate and to direct the student who is reading below his grade level--and the student who is not reading up to his capacity, even though above his grade level--to become more effective students, to learn to read for information, enjoyment and for greater understanding.

SCIENCEGeneral Science (Curricula I,II,IV,V) 5 Periods

5 Credits

This course is intended to introduce the student to fundamental scientific principles, as well as to produce an awareness within him of the relationship between science and his everyday life. General Science includes a study of machines, electricity, sound, the harnessing of energy, and the ways science can help to avoid the waste of nature's wealth.

General Science (Curriculum III) 5 Periods 5 Credits

General Science provides a foundation for biology, physics, and chemistry for those who are interested in pursuing the science field. Attention is given equally to the physical and the biological sciences in order to insure a well-balanced survey of the area of science and to permit the student to explore his special interests. Five great areas of science are included in this course. These areas are (1) living things, (2) the human body, (3) the earth, (4) the universe, and (5) matter and energy. At the outset attention is immediately focused on the methods of science and how these can be used to solve everyday things in general, and the human body in particular, is introduced. This is followed by topics showing the relation between matter, energy, and work, and how man uses and controls heat, light, atomic energy, and electricity. The topic on atomic energy emphasizes the constructive uses of man's newest servants. Adequate treatment is also given to such electronic marvels as radio, radar, and television. Whenever appropriate, activities ranging from simple to more complex laboratory experiments will be afforded the student to provide a background of concrete experiences.

Biology (General) 5 Periods 5 Credits

Biology for non-college students will be concerned primarily with the study of human anatomy and physiology and maintenance of good health. Evolution, reproduction and genetics should be included in some detail. Diversity of living organisms will be studied through a brief survey of the plant and animal kingdoms.

Biology (College) 6 Periods 6 Credits

Basic biochemistry is necessary for the students to understand the processes of photosynthesis, respiration, reproduction and protein synthesis which are to be studied in detail. Human anatomy and physiology should be stressed. Considerable time should be allotted to the study of genetics and evolution, and populations and ecology.

Chemistry 6 Periods 6 Credits

This course is particularly designed to meet the needs of those students who plan to enter college as well as for those who will continue on in their study of chemistry. Instruction is given in the fundamental laws and theories concerning the nature and composition of matter, the changes in composition

which matter may undergo, and the energy relationships involved in these changes. Included in the course are the theories of valence and chemical bonding, the properties of elements and their compounds based on studies of the periodic law and atomic structure, the theory of ionization and ionic reactions and the solution of all types of problems to illustrate practical applications. In addition to lectures and demonstrations, the course provides laboratory work which includes experiments which verify fundamental laws, the preparation and properties of selected elements and compounds, and the techniques of elementary chemical analysis. Prerequisite: Algebra I with a grade of C or better.

Physical Science

5 Periods

5 Credits

Physical science is a course designed for those students who do not expect to become professional scientists but who will find their future work and environment affected more and more by the outcomes of scientific research. The course stresses scientific principles and theories which are essential to the understanding of science as an organized body of knowledge, but minimizes the mathematical and technological aspects or details. It explains how the scientist thinks, what methods he uses, and gives some of his achievements. The material is drawn from the underlying concepts in the fields of physics, chemistry, geology, meteorology, and astronomy. Included within the course are numerous demonstrations and experiments, some of which will be performed by the students, either individually or by groups. Prerequisites for the course are a lively curiosity and a desire to apply scientific reasoning.

Physics

6 Periods

6 Credits

The physics course is designed not only for students who intend to pursue a professional career in the sciences but for all students who will go on to college. The course requires a previous introduction to the principles of algebra and plane geometry. This mathematical background is a prerequisite because the formulas of principles, their derivation and application will be stressed. Lectures, demonstrations, and laboratory work will present the fundamental principles of classical and modern physics. Some of the topics included are light, sound, optics, measurements, electricity, and mechanics. In the laboratory, emphasis is placed on techniques and exactness of measurement and on the interpretation of the data so obtained. Prerequisites: Completion of Algebra II and Plane Geometry with grades of B- or better.

Advanced Chemistry

6 Periods

6 Credits

Advanced chemistry is a course designed for all juniors and seniors who have shown an interest in and aptitude for chemistry. The first semester is devoted to qualitative and quantitative analysis where stress is placed on the need for accurate and careful work. The second semester is a short course in organic chemistry.

The course will consist of four laboratory and two lecture periods per week. In the laboratory, students will work individually to perform their experiments on known and unknown substances. The second semester laboratory will deal with the making of several types of organic substances, such as the extraction of caffeine from tea, by use of standard chemical procedures. Prerequisites: Completion of Algebra I and Chemistry with a grade of B- or better.

SOCIAL STUDIESCivics

5 Periods

5 Credits

This is a study in one branch of political science that emphasizes the rights, duties, and responsibilities of citizenship. It discusses the family as the basic unit of our society, the organization of government and society at the local, state, and national levels, and the growth and nature of our industrial and economic systems. A complete history and description of the Constitution of the United States and amendments is taught. A unit on the history of Millis and its development as a community is also included.

U. S. History and Government

5 Periods

5 Credits

Students are introduced to a study of the development of the United States and its government from colonial days to approximately 1900. The course is designed to show how the United States developed socially, economically, and politically during this time. Special attention is given to the fundamental political processes of local, state, and federal governments as well as to the importance of the individual in a democratic society. One of the main objectives of the course is to develop an understanding as to the circumstances which led our forefathers to act as they did and what the results of these actions have meant to the development of our country and its citizens.

U. S. History and World Affairs 5 Periods

5 Credits

This course is a study of U. S. History from approximately 1900 (Spanish-American War) to the present. The course is designed to help the student examine and understand the problems the United States meets at home and abroad as it enters into and enlarges its role in international affairs. By examining the development of the United States politically, socially, and economically in the Twentieth Century, the student will be allowed to develop a philosophy of life based on democratic principles. Furthermore, such a course which presents a thorough study as to why the United States has made such great efforts (World War I, World War II, the Korean Conflict, the Labor-Management struggle, and improvements in the humanitarian fields) to overcome aggression that has sought to destroy the democratic way of life, will promote and develop an intelligent patriotism which citizens of the United States must have in the Twentieth Century world.

World Geography

5 Periods

5 Credits

This course is designed to acquaint the high school student with the geographical picture in our changing world. An emphasis will be placed on the influence of the economic and political factors which are helping to remold the world into emerging and conflicting nations which are constantly affecting our way of life.

World History

5 Periods

5 Credits

This course is designed as a survey course of western civilization. It will of necessity embrace some ancient and medieval history with a development of the forces that have produced the world's greatest civilization. The course will end with modern times. Current events will be included in this course. The following major topics will be covered: (1) The foundation of civilization, (2) Early civilizations, (3) The civilizations of Greece and Rome, and (4) The beginnings of the modern world.

