

**MIDDLETON
ALTERNATIVE
SENIOR
HIGH
(M . A . S . H .)**

COURSEBOOK
2006 / 2007

MIDDLETON ALTERNATIVE SENIOR HIGH COURSES
2006-2007

ENGLISH

- English 10 Year Course
- Business English Semester Course
- Composition Semester Course
- Exploring Identity and Culture Through Literature I Semester / Year Course
- Exploring Identity and Culture Through Literature II Semester / Year Course
- Historical Literature Semester / Year Course
- Writing and Publishing Semester / Year Course
- Literature / Film Production I Semester Course
- Literature / Film Production II Semester Course
- Speech Semester Course

MATHEMATICS

- Algebra Year Course
- Geometry Year Course
- Algebra II Year Course
- Applied Math / Science Year Course (1st Semester Only)

SCIENCE

- Applied Math / Science Year Course
- Earth / Space Science Semester / Year Course
- Science Semester / Year Course

SOCIAL STUDIES

- History Semester Course
- Social Studies 10 Year Course
- Social Studies I Semester Course
- Social Studies II Semester Course
- Social Studies III Semester Course
- Exploring Identity and Culture Through Literature I Semester / Year Course
- Exploring Identity and Culture Through Literature II Semester / Year Course
- Historical Literature

PHYSICAL EDUCATION

- P.E.A.S. Quarter / Semester / Year Course

ART

- Alternative Art Semester Course

PRACTICAL ARTS

- Personal Finance
- Work Study & Work Experience

Semester Course

INDEPENDENT COURSE WORK

- Please see your Life Skills teacher regarding independent study options.

OTHER COURSE WORK

- Sophomore Life Skills
- Junior / Senior Life Skills

Year Course

Year Course

ENGLISH

ENGLISH 10 – Year Course

Using alternative materials and approaches to understanding elements of the English language, this year long course fulfills the requirement for English 10. Throughout the year, students will use a process approach to writing with emphasis on both expression and exposition. Students will improve their writing through vocabulary and grammar enrichment, paragraph, journal, reflection, and essay writing. The concurrent study of literature will provide students with opportunity to explore various themes such as the role of school in a person's life, the role of government in society, gender roles and expectations, propaganda and media literacy, World War II and The Holocaust, the 1950's and McCarthyism, and social change of the 1960's and 1970's. Literature studied will include the various genres of prose, poetry, drama, fiction, and non-fiction. Possible tests include: Dear Diary: Autobiography of a Dropout, Ophelia Speaks or Our Boys Speak, Night, The Crucible, and a series of books by anonymous teens.

BUSINESS ENGLISH – Semester Course

Business English is a course designed to prepare students for entry into the business or college world after high school. The course covers material from the book Seven Habits of Highly Effective Teens by Steven Covey. Chapters are read and discussed as a class, various movies with related themes are viewed, and written work is assigned to permit students to reflect on the application of the Seven Habits to their lives. Movies include: What About Bob, Rudy, Stand and Deliver, Marvin's Room, and Parenthood and The Power of Choice. Final assessment is a student presentation of portfolios that reflect the Seven Habits as applied to their lives.

COMPOSITION – Semester Course

The Composition course is based on the idea that writing is essential to success in the academic and business world. The main textbook used in this class is Writing For College. Vocabulary work will be based on the book A Way With Words. Students will work on various types of writing: persona, persuasive, analytical, and report writing will be studied. Students will use the Internet for informational purposes. Writing will be assessed by using the 6 + 1 Traits which the students will learn to apply to their own and other students writing work. The works will be collected into a portfolio, which will be assessed and presented as a body of work for quarter and final assessment.

EXPLORING IDENTITY AND CULTURE THROUGH LITERATURE I – Semester / Year Course

This first semester course will begin by challenging assumptions about personal identity, including how individuals define their own identity. Students will examine their own lives and those of others in order to understand how everyone's identity is shaped by different experiences. Following exploration of student's personal identity, the class will explore the institutional forces that exert power over everyone. The course will move on to examine the important connections between social forces and individuals in order to understand the kinds of challenges and structural obstacles that prejudice and discrimination create. Through the use of novels, essays, personal narratives, film, historical background, data from the law and social sciences, analytical discussions, and student's own written reflections, students will probe the issues of discrimination and power, specifically around the issues of race, ethnicity, and class in American Society. Student assessment will be based on participation in class discussion, small groups, literature circles, and learning centers as well as written work including reflections, narratives, essays, and a multi-genre paper.

Note: This course may be taken for English or Social Studies credit.

EXPLORING IDENTITY AND CULTURE THROUGH LITERATURE II – Semester / Year Course

This second semester course continues to explore the important connections between social forces and individuals in order to understand the kinds of challenges and structural obstacles that prejudice and discrimination create around issues of gender and sexual orientation in American Society. Using novels, essays, personal narratives, film, historical background, data from the law and social sciences, analytical discussions, and student's own writing, this class will look at how sexism and heterosexism play crucial roles in shaping our social reality.

The final unit for this course will move beyond simply understanding issues of oppression and show students how they can improve their world by acting positively on their newfound awareness. Students will explore concrete strategies for effecting personal change and initiating collective social action, including an introduction to ordinary people who have succeeded, often at a personal cost, to effect real social change.

Student assessment will be based on participation in class discussion, small groups, literature circles, and learning centers as well as written work including reflections, narratives, and essays.

Note: This course may be taken for English or Social Studies credit.

HISTORICAL LITERATURE – Semester / Year Course

Subjects covered will offer credit in either English or Social Studies. Studies will cover a wide range of literature from around the globe. The selections will offer a view into the joys and sorrows of being human, with the goal of connecting people across time and cultures. The course is organized into seven geographic regions to represent literature from many nations of the world: The Mediterranean, Continental Europe, Africa, Asia, and the South Pacific, North American, Great Britain and Ireland. The course of study will proceed chronologically within each global area and will work on vocabulary, grammar, writing, and reading skills.

WRITING AND PUBLISHING – Semester / Year Course

In this course, students write for the MASH newspaper in the first semester and create and produce the M.A.S.H. yearbook and the M.A.S.H. Lit magazine in the second semester. They learn a variety of communication skills such as news reporting, interviewing skills, listening skills, critical thinking skills, and speaking skills. Students also have opportunities for creative writing, political cartooning, graphic art, and photography. Ethics in the media is studied in addition to the First Amendment Freedom of the Press. A variety of newspapers, news websites, television news programs, both the mainstream and alternative, are analyzed. The students learn a variety of writing skills, computer skills, newspaper and magazine layout, and design.

LITERATURE / FILM PRODUCTION I – Semester Course

Students in Lit/Film, will study film, read a novel, plays and poetry and then write, videotape, and edit their own stories related tot the theme of “coming-of-age”.

We will read a “coming-of-age” novel such as, *Catcher in the Rye*, *Montana 1948* or *Siddhartha* and plays such as “our Town” or “The Effect of Gamma Rays on Man-in-the-Moon Marigolds”. We will also view films such as “American Graffiti”, “Rebel Without a Cause”, “Breakfast Club” or “Boyz in the Hood”. The documentaries “5 Girls” or “Jesse’s Gone” could also be studied. The students will also study a classic film such as “Casablanca”, Orson Welles’ “Citizen Kane” or “Alfred Hitchcock’s “Vertigo”.

Each student will keep a journal as well as complete written and oral assignments throughout the semester related to the content of the class. The students will analyze the literary elements of film composition and the storyline as well as the camera techniques in preparation for their story board and video production. They will become proficient in the use of a digital camera and the computer program Imovie for video editing.

At the end of the semester, the students will share their productions with each other in the Literature/Film Production classes.

LITERATURE / FILM PRODUCTION II – Semester Course

In this semester course, the students will analyze a variety of films, read novels, plays and poetry, and write essays that reflect on the theme of human struggle.

Sometimes the struggle is against the system such as in “One Flew Over the Cuckoo’s Nest”, racism in “Hurricane” or sexism in “The Color Purple”. Other times, struggle is within one’s self such as in the novel The Great Gatsby or the play, “The Glass Menagerie”. Other possible novel/film choices could be “Mi Familia”, “Dead Man Walking” or “The Joy Luck Club”.

Students will analyze the plot and theme of the literary choices as well as the films, discuss the characters and their motivation, learn new vocabulary, and write essays of analysis, comparison-contrast, and character sketches.

The 6+1 Traits will be utilized throughout the semester in order to improve writing skills. In addition, the students will have an opportunity to work together as a group or as individuals to write a story, videotape it and then edit it. Their final videos will be shown at our end of the year “Video Film Festival”.

SPEECH – Semester Course

In this course, the objective is to help the students improve their ability to communicate. They will learn how to organize and clearly communicate in their presentations to the class. Some oral presentations include a photography/poetry presentation, music interpretation, storytelling, informative speaking, demonstration speaking, and persuasive speaking. In addition, students will study techniques to increase their skills of perception and self-awareness, improve their listening skills, understand the power of nonverbal communication, and learn some assertiveness training skills. Hopefully, this course will help the students increase their chances of being understood and better help them understand others.

MATHEMATICS

ALGEBRA – Year Course

This course is designed to teach the basic content and skills of Algebra while incorporating hands on learning, real life problem solving, and working toward true understanding of the concepts. The main learning threads of problem solving, graphing, writing and solving equations, ratios, geometry, and symbol manipulation are worked into and expanded on in each unit. Cooperation, reading, writing, and presentation are all used to enhance learning of area, perimeter, probability, patterns, graphs, ratios, linear and quadratic situations, solving systems, slope, exponents, and problem solving.

GEOMETRY – Year Course

This course is designed to teach the basic content and skills of Geometry while incorporating hands on learning, real life problems, and an integration of Algebra. The many learning threads of algebra, graphing, ratios, geometric properties, problem solving, spatial visualization, conjecture, and proof are worked into and expanded on in each unit. Cooperation, reading, writing, and presentation are all used to enhance learning of area, perimeter, proof, congruence, transformation, volume, polygons, similarity, and trigonometry.

ALGEBRA II – Year Course

This course is designed to expand on the content and skills taught in algebra and geometry, while incorporating hands on discovery learning and real life problem solving. The main learning threads of problem solving, modeling, graphing, functions, intersections/systems, reasoning, and communication are present in each unit. Cooperation, reading, writing, matrices, logs, inverses, polynomials, circles, trigonometry, probability, and statistics are some of the topics covered.

APPLIED MATH / SCIENCE – Semester One Only

Applied Math/Science is a course designed to help students develop an increased understanding of the physical world. Students study traditional/physical science topics such as motion, forces, energy, waves, electricity, and magnetism. These ideas are investigated with hands-on activities, research projects, and mathematical models. A special emphasis is placed on the mathematical relationships that can be used to explain the topics. Completion or concurrent enrollment in geometry is recommended.

SCIENCE

APPLIED MATH / SCIENCE – Year Course

Applied Math/Science is a course designed to help students develop an increased understanding of the physical world. Students study traditional/physical science topics such as motion, forces, energy, waves, electricity, and magnetism. These ideas are investigated with hands-on activities, research projects, and mathematical models. During the first semester, a special emphasis is placed on the mathematical relationships that can be used to explain the topics. Completion or concurrent enrollment in Geometry is recommended.

EARTH / SPACE SCIENCE – Semester Course

In this course students will study earth science topics for nine (9) weeks and then switch to astronomy for nine (9) weeks. Class discussions, cooperative groups, independent research, and labs will be conducted to investigate earth science topics such as volcanism, the rock cycle, erosion, weathering, deposition, soil formation, and the interior of the Earth. The same methods will be used to investigate astronomy topics such as history, radiation, telescopes, planets, stars galaxies, and cosmology.

SCIENCE – Semester / Year Course

In this class students use a variety of methods including hands-on labs, independent research, cooperative groups, and class discussions to learn about physical science topics. In the first semester, the metric system, motion, Newton, energy, energy efficiency, and machines are explored. During the second semester, chemistry topics such as properties of matter, atomic structure, the periodic table, chemical bonding, and chemical reactions are covered.

SOCIAL STUDIES

HISTORY – Semester Course

This course explores basic concepts and ideas related to the study of American History. The major focus is on 1945 to the present. Major concepts covered include culture, human rights, migration and immigration, colonialism, change, and economic and political systems. Major topical units include the Labor Movement, Civil Rights, the Atomic Age, and the Vietnam War.

SOCIAL STUDIES 10 – Year Course

This course covers American History from the founding to the Vietnam era. Thematic units include, Freedom/Revolution, principals of government, First Nations Social Reform in the 1800's, the rise of industry, unionism, 1920's Depression, propaganda/racism, Holocaust, WWII, The Cold War, the Civil Rights Movement, social change in the 1960's, and Vietnam. Social Studies 10 students have the opportunity to develop verbal and written communication skills, critical thinking skills, and interpersonal skills through a variety of discussion and small group learning activities. They also have the opportunity to learn about current social and political issues as each unit is tied into current events.

SOCIAL STUDIES I – Semester Course

This course is focused on getting students to examine the world around them. We cover various concepts related to Sociology, Anthropology, American Government, and Economics. We explore culture and cultural variation, social institutions, political and economic systems, political involvement, political activism, and current social and political issues. Major readings include, Chinua Achebe's Things Fall Apart, George Orwell's 1984, and Kurt Vonnegut's Fahrenheit 451. Students also read and analyze articles from current newspapers and magazines.

Major Projects

- Anthropological field notes and report based on the novel Things Fall Apart.
- Trends project - research and document a current trend in American Society and predict which direction it will take next.
- Oral presentations and debate - throughout the quarter students research current social issues and present their findings to the class. They also complete pro and con analysis papers on various social issues and end the semester with a class debate.

SOCIAL STUDIES II – Semester Course

This class is designed to explore the impact that the media (web pages, movies, television, advertising, photographs, etc.) has on our lives and world around us. The goal is to develop students' media literacy skills while exploring contemporary social issues. Students learn to question, analyze, interpret, and evaluate the messages that are created and disseminated by the media. The focus is on the practical application of what they learn in class. Students are required to design, produce, and present a number of independent and group projects using video-editing and other computer technologies. The curriculum is designed to foster student growth in the areas of communication, problem solving, independent learning, community involvement, citizenship, and critical thinking. Major areas of study include, the media and our health, the power of representation, the deconstruction of advertising, consumerism, propaganda, and media-activism.

Skills Covered

- Interviewing skills/oral history and interviewing as a research tool.
- Basic word processing operations.
- Basic computer graphics - scanning, altering, and using graphics.
- Critical use of the World Wide Web-web page analysis, web-based research, pros and cons of the WWW.
- Basic video-production techniques - filming and editing basics.
- Critical media skills-students learn to question, analyze, interpret, and evaluate the messages that are created and disseminated by the media.

Major Projects

- Creating videos and other multimedia materials for local nonprofit organizations.

- Building a web page that informs other students about a historical event or current social issue.
- Researching a relevant social issue and educating other students about it through informational brochures and public service announcements.
- Creating and presenting a video-documentary that explores a current social issue.
- Tutoring staff, students, and community members on how to use various computer applications.

SOCIAL STUDIES III (Issues in Emotional Health) – Semester Course

In Social Studies III, students have the opportunity to learn about some basic aspects of human growth and development and the etiology and treatment of a variety of emotional disorders that are common among adolescents and adults. Thematic units include prenatal development, social/emotional development, social isolation, attachment, anxiety disorders, depression, Bipolar illness, eating disorders, alcohol/drug use and dependency, and personality disorders. In addition, students will learn about making healthy lifestyle choices, which can enhance the quality of their lives physically and emotionally.

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EXPLORING IDENTITY AND CULTURE THROUGH LITERATURE II – Semester / Year Course

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PHYSICAL EDUCATION

P.E.A.S. – Quarter / Semester / Year Course

Health is not the absence of illness. Rather, true health is physical and emotional well-being. The goal of this course is for the students to better understand the meaning of true health and to help the students create their own wellness plan for life.

We will do this through the exploration of non-traditional P.E. activities such as yoga, meditation, walking, TaeBo, Pilates, experiential activities, and high and low elements on the Ropes Course. Additionally, we will use the facilities at Harbor Athletic Club on a weekly basis to experiment with the types of equipment and classes that a health club has to offer.

This class will also explore the concepts of health and wellness through research-based projects that will be completed during class. Projects include a discussion of the student's own history with health and wellness, the student's family's medical history and its possible effects on the student. Understanding how the student's bad habits affect their short-term and long-term health, reviewing health and medical sites on the Internet and examining the messages about health and wellness in the articles and advertisements in current health magazines.

This course will focus on individual health and wellness. If you are looking for competition, the development of specific skills and a better understanding of rules for team sports, this class is not for you. A true alternative for Physical Education, this course will help the student develop a lifelong approach to health and wellness.

Students may not enroll in this class for more than two semesters without approval of the MASH staff. Students who have previously been removed from this class due to poor attendance will be given the lowest enrollment priority.

ART

ALTERNATIVE ART – Semester Course

This course offers the student the chance to work with several art medias and to have the opportunity to develop their own projects and art explorations. An emphasis on community will focus on projects that will enhance and benefit our environments. Drawing and design is used to develop ideas and plans projects. Media areas explored will be dependent upon student interest and skill level. Exploring art history and art appreciation will be integrated into all areas of study for the student's personal growth as an artist.

PRACTICAL ARTS

PERSONAL FINANCE – Semester One Only

In this course, students will learn how to be fiscally responsible and avoid debt. Through completion of this course, students will gain understanding of how critical the use of budgets, banking, insurance and credit are in their lives. Students will see how money can work for them and protect them. They will learn how fiscal irresponsibility today and tomorrow may affect them five, ten, even fifteen years down the road. Students will learn how to prepare for the future by taking care of their finances today.

Topics Covered

- Goal Setting and Budgeting
- Managing a Savings and Checking Account
- Dangers of Credit
- Value and Uses of CDs, Money Market Accounts, Bonds, Investments
- How Banks Process Loans; How to Best Qualify For One
- Introduction to the Stock Market
- Understanding the Paycheck
- Insurance
- Preparing Taxes

Receive a “National Endowment for Financial Education Certificate”.

WORK STUDY & WORK EXPERIENCE

This class provides students with an opportunity to gain skills necessary to better understand today’s world of work. Students will assess their future, study and learn workplace communication skills. They will also begin a work portfolio/career plan to demonstrate skills necessary in finding a job of their choice and develop skills to keep it.

Students will:

- Complete assessment instruments to help them understand their individual skills and learning style.
- Complete a job search to include:
 - a) A letter of application
 - b) Completing an application
 - c) Developing/modifying a quality resume
 - d) Interviewing
 - e) A follow-up thank you letter
- Research and write a report/essay on a job or jobs that interest them.
- Gain skills on how to become a better employee.
- Gain skills on how to effectively communicate in the work place.
- Participate in a job shadow experience.
- Hand in weekly hours worked.
- Work at least three hours / day or 10-15 hours / week if using early release from school (seniors).
- Keep a weekly job journal.
- Actively participate in employee / employer evaluation process.

OTHER COURSE WORK

SOPHOMORE LIFE SKILLS – Year Course

Life Skills is a course, which is designed to teach you about. . . well, life. Not that we are implying you don't have one, rather that there are many ways of going through this life and sometimes we aren't equipped with the best tools. In fact, some of what we have learned can cause us to make choices, which create pain and turmoil in our lives. Life Skills will examine attitudes and behaviors, which may affect your ability to be happy and successful, both in and out of school. Specifically, we will focus on building a positive self image, communicating effectively, accepting responsibility, setting and achieving goals, making good choices, solving problems and choosing emotional and physical wellness.

Thematic Units:	Self Image	Goals	Communication
	Relationships	Family	Problem Solving
	Gender	Sexuality	Responsibility
	Physical Wellness	Body Image	Alcohol and Drugs

JUNIOR / SENIOR LIFE SKILLS – Year Course

All of the MASH students are enrolled in the fourth hour Life Skills class. Students are assigned to a homeroom group of fifteen students with one teacher. Each Life Skills group begins the school year with a full day Ropes Course. As a full group, Life Skills students attend American Player's Theatre each fall. Curriculum for the fourth hour class is based on "Personal Development" by Vicki Phillips. Throughout the year, Life Skills students learn about themselves, their families, and hear different career speakers.

Various elective groups meet throughout the school year: Non-Smoking Group, Baby Think It Over, Non-User Users Group, Anger Management, Grief Management, Eating Disorders, and Mini-Courses.

For classroom work in Life Skills, students write in journals, create visual assignments such as collages, life style diagrams, do oral presentations, read various articles, view movies, and write commentaries on articles and films. Life Skills is also the time during the school day when MASH students meet with their homeroom teacher to discuss schedules, attendance, behavior, expectations or various other student needs.