

Dear Students:

The Hopkinton High School Program of Studies 2009-2010 lists a wide array of courses offered at the high school and provides guidance on how to make appropriate course selections. Information about graduation requirements, specific course descriptions, academic levels, and guidance services are also found in the program. As you prepare for the 2009-2010 school year, work closely with your guidance counselor and listen carefully to the advice and recommendations of your current teachers. Involve your parents early to benefit from their insight and experience.

Please read the Hopkinton High School Program of Studies carefully as some of the information is new. Mapping out an appropriate set of classes allows you to meet graduation requirements while choosing academic and enrichment courses that are both realistic in content and demanding in scope. You are encouraged to take full advantage of the diverse curricular and co-curricular offerings available to you.

In Spring, Grades 8, 9, 10, and 11 students will be selecting courses for next fall. Course offerings and staffing will be developed based on those student requests. Although all courses are semesterized, the scheduling procedure is a once-a-year process. It is absolutely critical that you choose your classes and level of difficulty wisely. After this period of selecting classes, changes to schedules cannot be made except in rare situations where extenuating circumstances are present.

The Hopkinton High School Program of Studies 2009-2010 is compiled and posted prior to the finalization of the school budget and the collection of student requests for classes. I want to make certain that you and your parents understand that some of the courses in these listings may not be offered or may be modified due to either insufficient funding or low enrollment. In all instances, however, students will be able to take the courses that are required for graduation.

I encourage you to take full advantage of the opportunities offered at Hopkinton High School and to select the most challenging academic program you possibly can. Further, to ensure that every possible door remains open to you upon graduation; I encourage you to pursue a quality program and to take academic risks by selecting some subjects with which you are not familiar.

Sincerely,

John E. McCarthy
Principal

The HOPKINTON PUBLIC SCHOOLS requires that all practices be nondiscriminatory. The Hopkinton Public Schools will not discriminate on the basis of race, color, religion, creed, sex, national origin, age, disability, sexual orientation, or veteran, marital, or citizenship status.

Hopkinton High School Mission Statement

Striving for Excellence

Hopkinton High School provides an environment where each student is challenged in an atmosphere that promotes intellectual development, creativity and inquiry. We expect students and staff to be respectful, accepting and responsible in their interactions with others. By setting high standards for each member of the school community, we continuously strive for excellence.

Academic, Social and Civic Expectations

Academic Expectations

Students will communicate effectively through speaking.

Students will read critically.

Students will write clearly and effectively.

Students will demonstrate creativity.

Students will solve problems effectively by acquiring, analyzing, and processing information.

Social Expectations

Students will demonstrate respect for others and themselves.

Students will accept others and appreciate differences.

Students will demonstrate empathy and compassion in their daily interactions.

Civic Expectations

Students will demonstrate school pride through integrity, respect, and responsibility.

Students will pursue their interests and develop their talents in and out of the classroom.

Students will contribute to the school and the greater community.

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COURSE SELECTION PROCESS

Review the course descriptions in this booklet and discuss the courses with your teachers, counselors, and parents/guardians before making selections. A four-year program should be planned with your counselor. The course selection process will begin in the spring.

Once the course selections have been recorded, a tally of all course requests is made. Courses not having sufficient enrollment are cancelled and a master schedule is built. Individual student schedules are then programmed. Students are notified of course offering changes that effect their program and an opportunity for adjustments is provided. Courses needed to fulfill graduation requirements will be available.

COUNSELING SERVICES

The counseling staff at Hopkinton High School is committed to providing quality services for all students. Our licensed, professional school counselors serve as academic advisors, future-planning guides, and personal supports to students and families during the high school years. Counseling services address the developmental needs of all students through planned, sequential activities. Counselors work with students, individually and in small groups, on social, emotional and academic development issues, conflict resolution, crisis intervention, problem-solving, and career and college planning. They help students assess their strengths and weaknesses, and their interests and abilities, serving the broad goal of learning and applying responsible decision-making in their day-to-day and long-range planning.

Each student is assigned to a counselor, alphabetically, for all four years of high school. Getting to know the students in their caseload is a priority for each counselor. In addition to counselor-initiated appointments, students can also initiate a meeting to see their counselor. The counseling staff recognizes the importance of class time and will use careful discretion in scheduling student meetings. Counselors are available at any time for an emergency or crisis. Parents and guardians are encouraged to call and schedule appointments as needed.

EVENING PROGRAMS

The counseling staff sponsors and/or participates in a number of informational evening programs throughout the school year:

The Ninth Grade Parent Forum
The Sophomore Parent Night
The Junior Parent Night
The Senior Parent Night
The Eighth Grade Parent Night
Financial Aid Workshop
The College Admissions Night for Juniors and their Parents

The dates of these can be found in the HPTA Source Book, and on the Hopkinton High School Counseling website <http://www.hopkinton.k12.ma.us/high/index/asp>.

COLLEGE MINI-FAIRS

The Counseling Office coordinates college mini-fairs in the early fall for juniors and seniors. At these mini-fairs, approximately 150 college representatives visit our high school to meet with students and provide information about their colleges. The mini-fairs are arranged in conjunction with the counseling departments of Holliston, Ashland and Milford High Schools. A list of the colleges attending the mini-fairs is posted on the HHS website with links to the homepages of the colleges so that students and parents can preview and/or do follow-up investigations of the schools. Occasionally, other college representatives schedule visits throughout the academic year and are available to meet with students. Students are notified through their school counselors and the morning announcements.

DEVELOPMENTAL GUIDANCE PROGRAM

Counselors hold group sessions annually with freshmen, sophomores and juniors. Six-session seminars are held for freshmen, addressing their adjustment to high school, and for juniors addressing their post-secondary planning needs. A two-session seminar on career decision-making is offered for all sophomores in the spring. Counselors connect with seniors in their advisory periods when group information sessions are warranted. The intent of these group sessions is to disseminate grade appropriate information in the areas of academic, career, and personal/social development.

Freshman Guidance Seminar

School counselors meet with freshmen in small groups for one class period every 7-day rotation during the fall. The seminars are designed to allow counselors and students to get to know each other, to orient the freshmen to the high school, and to encourage a smooth transition from the middle school structure to a more independent environment. Topics addressed include transitional and adjustment concerns, goal-setting for the future, self-knowledge and awareness, positive decision-making, and coping skills. **This course is mandatory for grade 9 students.**

Sophomore Career Workshops

School counselors meet with sophomores in groups for two hour-long sessions during the spring. The Career Workshops are designed to guide students through self-assessment and career exploration. Students will learn about the factors that play a role in career decision-making, and will gain a facility with the resources available to them for career research. The “Do What You Are” Assessment, and the Career Cruising Program are resources that will be utilized during the workshops. **This workshop is mandatory for grade 10 students.**

Junior Guidance Seminar

School counselors meet with juniors in small groups for one class period every 7-day rotation during the second semester. These seminars are designed to assist juniors in exploring post-graduation options, beginning the college admissions process, and gathering resources, organizing data and evaluating information on colleges and careers. Topics addressed include future educational options, types of admission’s programs, the high school transcript and GPAs, resumes, SATs/ACTs, the college essay, NCAA guidelines, and college recommendations. **This course is mandatory for grade 11 students.**

SUMMER HOURS

The Counseling Department Office is open and staffed with support personnel from 8:00 am to 3:00 pm most days during the summer. The School Counselors are available on a very limited basis prior to the opening of school and after the last day of school. It is a good idea to call ahead for staff availability.

GENERAL GUIDELINES

1. The subjects listed below are a **minimum** recommendation for the student who plans on continuing his/her education at a four-year college, a junior college or nursing school. Note: There are 2 semesters in a school year.

ENGLISH	8 Semesters
FOREIGN LANGUAGE	4-8 Semesters (of the same language, exclusive of Grade 8)
MATHEMATICS	6-8 Semesters (including Algebra I, II and Geometry)
SCIENCE	6-8 Semesters
HISTORY	6-8 Semesters

The above listed subjects are meant simply as a guide. For example: a student planning to major in science at college should elect eight or more semesters of science while a foreign language major would elect more foreign language courses.

2. Students not sure of their future plans should first select required graduation subjects and then elect courses from various subject areas to provide balance.
3. Students are strongly encouraged to consult with counselors and/or teachers for advice and help when selecting courses. Teacher recommendations must be received from present teachers in all sequential subjects.

COURSE REQUIREMENTS

Each semester all students should select a minimum of six, 2.5 credit courses. Students may not have more than five studies in a 7-day class rotation. At least four of your courses must be selected from the areas of English, Foreign Language, Mathematics, Science, or Social Science. **An annual minimum of five courses each semester from academic areas is strongly recommended to be competitive in the college admissions process.**

MINIMUM GRADUATION REQUIREMENTS

In order to be considered for graduation a student must successfully complete the following with a passing grade and receive credit. Note: see credit chart below in this section.

ENGLISH	20	Credits
MATHEMATICS	15	Credits
SCIENCE	10	Credits
HISTORY	15	Credits
WELLNESS	8	Credits *
ARTS & Technology	5	Credits **
OTHER	<u>40</u>	Credits ***
Total	113	

- * Wellness credit requirement beginning with the Class of 2011. The requirement for Class of 2010 is 6.5 credits.
- ** Arts may be visual or performing.
- *** Other credits equal 41.5 for Class of 2010.

MINIMUM TOTAL GRADUATION CREDIT REQUIREMENT: 113 Credits

In all courses, the semester grades will be calculated using a weighted average of all grades (90%) and the end-of-semester assessment (10%). The semester grades for each course will appear on the student's transcript.

A course that meets five times during a 7-day class rotation cycle receives 2.5 credits toward graduation. See a chart of credits below:

Course meets per cycle	Credits/Semester
7	3.5
6	3.0
5	2.5
4	2.0
3	1.5
2	1.0

COURSE LEVELS

UNLEVELED: Unleveled courses include Art, Music, Wellness, Drama, and Technical Education and other electives that are available to all students.

COLLEGE PREPARATORY (CP): College Preparatory courses are designed for students who are preparing to continue their education beyond high school. Courses designed as College Preparatory will require independent effort on the part of students. The instructional methodologies and pace are designed to meet the individualized needs of the students. Outside work and/or research papers and projects may be required.

HONORS (H): Honors courses are designed to be rigorous, challenging, and in-depth courses. Extensive work outside the classroom, such as research papers or special projects, is assigned. A positive attitude and strong work ethic are important to succeed in Honors courses.

ACCELERATED (AC): Accelerated courses are designed to be part of a two-year sequence culminating in an Advanced Placement (AP) capstone course.

Expectations for Honors Courses

Both Honors and College Preparatory courses are designed to prepare students for college. Honors courses require more independent reading and move at a faster pace than College Preparatory classes. While the patterns of behavior listed below are important at all levels of study, they are essential for students participating in an Honors course.

1. Actively engages in and takes responsibility for his/her own learning; is organized, prepared, and willing to ask for help
2. Asks questions to acquire understanding in class; seeks additional instruction outside of class when necessary to clarify understanding
3. Consistently and thoroughly completes homework assignments on time
4. Actively and voluntarily participates in daily classroom activities, remaining focused on the learning objectives
5. Takes a leadership role for assigned collaborative projects and works independently and enthusiastically on individual projects

6. Enjoys and participates in evaluative and analytical discussions
7. Pursues opportunities for revision or extra-credit, if presented

Expectations for Accelerated Courses

For some Advanced Placement courses, a prerequisite of an accelerated level course (French, Spanish, U.S. History and Government) is highly recommended. Accelerated courses move at a faster pace than do Honors courses and are designed to provide students with the knowledge, skills and work habits to succeed at an advanced level. PLEASE NOTE: Students enrolling in an accelerated course are making a two-year commitment.

ADVANCED PLACEMENT (A): Fast-paced courses that cover more material in greater depth than honors level courses and follow a College Board approved curriculum. These courses are college level courses, for which students may receive college credit from some institutions upon successful completion of the Advanced Placement Examination. AP courses are available in a variety of disciplines; descriptions of these courses can be found listed by discipline.

Expectations for AP Courses

AP courses are taught at the college level and are designed to address a broader content, at a deeper level, at a faster pace than required by the Massachusetts curriculum frameworks. A great amount of outside reading is required. While the patterns of behavior and demonstrable skills listed below are important at all levels of study, they are essential for students participating in an AP course.

Patterns of behavior consistent with **AP/Accelerated Courses:**

- Meets all honors criteria (see above)
- Displays an enthusiastic disposition to think critically and analytically, and enjoys engaging in discussions of abstract concepts and ideas
- Demonstrates a strong interest and passion for the subject matter
- Shows both willingness and ability to commit the time and effort necessary to handle a rigorous course load

Demonstrated skills that support successful participation in an AP level course:

- Reads independently and readily recalls essential knowledge
- Organizes and synthesizes large amounts of material
- Writes organized, sophisticated essays

AP TEST POLICY

Students who register for an Advanced Placement class are expected to take the AP exam in May. This is a requirement in all AP courses. These exams cost approximately \$86.00 per test. The test fee is to be paid by the student in March. Some financial assistance is available for those students who are unable to afford the test fee. Please see your counselor for more information on test fee waivers. Students who are enrolled in an AP class at HHS and decline to take the AP exam will be required to take a final examination in that course.

COURSE LEVEL SELECTION

Students receive teacher recommendations regarding level in sequential subjects.

Students may not be allowed to continue in the same level sequence of a course if they receive a grade of D unless approved by the teacher.

Students may not continue in the sequence if they receive a grade of F. They must repeat or remediate the failed course before continuing.

SCHEDULE CHANGES

Students are expected to choose their courses carefully after consultation with parents/guardians, teachers, and counselor. For electives, students need to make several alternate choices.

After schedules have been issued students are expected to remain in their assigned classes. Students will not be allowed to drop any full year course after first semester. Any changes necessitated by an error in class assignment or level will be adjusted by the student's counselor. Discrepancies should be brought to the attention of the student's counselor a.s.a.p., but not later than the first 10 school days for the year. No record of such corrections will be kept.

Level changes may be made, if warranted, with teacher, counselor, assistant principal, and parent/guardian approval. The following criteria must be met for a level change to be considered:

1. The student has actively participated in the class.
2. The student has completed all assigned homework and class projects.
3. The student has sought additional help outside of the regularly scheduled class time.

A course change, even if approved, cannot always be granted. When the proposed course has been closed due to class size or a change would create a conflict in a student's schedule, the intended change cannot be granted.

MARKING SYSTEM

A This grade indicates superior performance coupled with outstanding achievement in the mastery of subject matter and skills. (This letter grade reflects a numerical value between 90 and 100.)

B This grade indicates above average performance in the subject. Achievement in this subject has also been above average in mastering subject matter and skills. (This letter grade reflects a numerical value between 80 and 89.)

C This grade indicates average performance in the subject. Achievement has been satisfactory and some mastery has been reached in the area of subject matter and skills. (This letter grade reflects a numerical value between 70 and 79.)

D This grade, although passing, indicates unsatisfactory performance in the subject. Achievement has been poor and little or no mastery has been reached in subject matter and skills. (This letter grade reflects a numerical value between 60 and 69.)

F This grade indicates failing performance in the work of the subject. No credit is earned with this grade. (This letter grade reflects a numerical value below 60.)

+ This symbol will be used when performance and achievement are in the higher range of the grade.

- This symbol will be issued when performance and achievement are in the lower range of the grade.

GRADE POINT AVERAGE

A weighted Grade Point Average will be determined for all Hopkinton High School students, based on a 4.0 scale. The Grade Point Average (GPA) will be based on grades in academic subjects only. Weight shall be given to honors level (+.5), and advanced placement classes (+1.0), according to the following scale:

Points

Grade	College Prep	Honors	AP
A+	4.3	4.8	5.3
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.8	2.3
D	1.0	1.5	2.0
D-	0.7	1.2	1.7

A grade of F in an academic course receives no points, but the course will be included in the divisor when factoring the average.

Only courses taken at Hopkinton High School are used to calculate Grade Point Average. Courses taken outside of Hopkinton High School or VHS, including but not limited to, courses taken at another high school, summer school courses, college courses, enrichment courses, night school, and Pass/Fail courses will not be factored into GPA.

The two highest class GPA's will determine class valedictorian and salutatorian. To qualify for this honor, a student must be enrolled as a full-time student at HHS for a minimum of seven semesters immediately preceding the calculation of the GPA for the determination.

Transfer students' GPA will be calculated upon completion of his/her first semester at Hopkinton High School. Credits earned at another high school will be evaluated by a guidance counselor and approved by the Principal, but will not be used in the computation of GPA. Transfer credits earned will be reflected on the Hopkinton High School transcript. A copy of the transcript from the sending school(s) will be attached to the Hopkinton High School transcript when official transcripts are requested.

HONOR ROLL

Honor roll is calculated on the unweighted average of all subjects.

High Honors: A average with all grades of B or above.

Honors: B+ average with all grades of B- or above.

Commended: B average with all grades B- or above with one exception of a single grade of C+.

SUMMER SCHOOL

Work will only be accepted if it is completed in a summer school that is accredited by the State Department of Education or in a program that is pre-approved by the principal. Summer school work will count for 2.5 credits under the following conditions:

1. The study is undertaken for makeup purposes only for courses already taken.
2. The student has earned a 50% or better for the semester or received previous permission to make up work in summer school from his/her teacher, counselor, and principal.
3. The student obtains a summer school average of C- or better in the summer school course.

Credit will not be given for courses taken to improve a grade already considered passing. However, the remedial course and grade may be recorded on the student's transcript if approved by the principal. Except in unusual circumstances, students may only makeup two courses in summer school. Summer school grades will not be factored into GPA.

NIGHT SCHOOL

Subject to administrative approval, high school makeup courses can be taken through an adult education evening program. Credits will be determined by an analysis of class time and curriculum. A passing grade must be achieved in order to earn credit. These courses are an option for students who need to make up credits towards graduation. They are not counted towards the cumulative GPA, but they appear on the transcript. To initiate the process please see your counselor.

ALTERNATIVE COURSES

21st CENTURY LEARNING

As a way to offer students an opportunity to learn in a 21st Century environment, the high school will begin offering courses in online, hybrid, and 1:1 laptop computing models. These courses are clearly marked in the Program of Studies.

Online: These are Hopkinton High School courses taught by HHS teachers. Students are not required to physically attend class, but must agree to all virtual requirements.

Hybrid: These are courses that will be offered with 50% of time being scheduled in face-to-face classroom settings. The remaining 50% will be conducted in an online format (see above).

1:1 Laptop: These are traditionally scheduled courses that employ laptops to engage students in a different way of teaching and learning.

INDEPENDENT STUDY

In special situations, if a student has exhausted the course offerings listed in the *Program of Studies*, an Independent Study course may be developed to meet the student's particular needs. A request for such a program should first be made to the student's guidance counselor. A course curriculum with clearly defined expectations and responsibilities is to be developed by the proposed teacher and student, and must be approved by the Academic Review Council prior to the start of the semester.

VIRTUAL HIGH SCHOOL

Fifty seats in a choice of 200 Virtual High School courses are available each semester for students to venture into the world of on-line education. Hopkinton High School has joined the Concord Consortium of Virtual High School, courses that are offered by teachers across the country, in a wide variety of disciplines, and levels including Advanced Placement and Pre-AP. Virtual High School will broaden the opportunities for students at Hopkinton High School to include such course offerings as: World Conflict: A United Nations Introduction, Hearts of Darkness: Meeting Ourselves in Literature, Math You Can Use In College, Sports and American Society, Bioethics Symposium, Lewis and Clark's Expedition: An Interactive Journey, Eastern and Western Thought, Evolution and the

Nature of Science, and International Business: An Exploration. All of the core courses are NCAA accredited. For a full listing with descriptions of courses offered, visit www.govhs.org and click on VHS Catalog at the left of the screen. These courses are open to juniors and seniors, with seniors receiving priority. Students must register for VHS courses in Spring 2008 for both first and second semester. There is an application and approval process that must be followed. To initiate the process please see your counselor.

ACADEMIC REVIEW COUNCIL

The Academic Review Council (ARC) is an advisory group to the principal made up of the curriculum directors, the director of special education, the coordinator of guidance and the assistant principals to review academic questions and situations not specifically addressed in this *Program of Studies*. Students wishing the ARC to consider a request must fill out a proposal form, provide sufficient and appropriate information and present their case for consideration to the ARC. Before making a recommendation, ARC will investigate the request and may ask for information from other expert sources.

The ARC also considers issues of academic policy and makes recommendations after a thorough investigation and a collection of expert information. The academic standing of students entering HHS after the first day of their ninth grade year or students who have previously been home schooled will be reviewed by ARC. The recommendation from ARC will help determine the student's year of graduation and credit status.

SPECIAL NEEDS PROGRAM

Students are eligible for special education services when there is an identified disability, lack of progress caused by this disability and a need for specialized instruction. State and Federal regulations regarding special education include: a list of qualifying disabling conditions, a detailed process for consideration of eligibility and guidelines for the identification of a specific disability. A disability is characterized by a pattern of difficulty that persists beyond age expectations and across settings, or that are not the result of cultural, linguistic or socioeconomic differences, and that persist despite instructional support and classroom accommodations. The disability must be connected to an educational context and the student's inability to access the general classroom curriculum.

If a Hopkinton High School student is suspected of having a disability and is unable to make effective school progress the student, his/her

parents/guardians, teachers, (or any relevant people connected with the student) may request a Special Education Evaluation by contacting the student's guidance counselor. Pertinent information may be gathered and reviewed by the high school's Learning Support Team and a Special Education Evaluation will be conducted in accordance with State and Federal timelines, regulations and guidelines. Once the decision is made to evaluate if the student has a disability, a team of hopkinton school district faculty and specialists complete evaluations once parents/student sign a consent form. The student's team will complete formal and informal assessments and collect relevant data and information so that the student's Team can make informed decisions about eligibility and the need for specialized instruction. If the Team decides the student is eligible, an IEP (Individualized Educational Plan) is developed.

Hopkinton High School strives to develop programs, specialized services, opportunities for learning and school participation in the least restrictive environment for students who have been identified with a disabling condition. General and special education school staff work in partnership with parents and the student to develop, design and implement comprehensive and individualized educational services and programs for students with identified disabilities.

SECTION 504 of the Rehabilitation Act of 1973

The Hopkinton Public School System does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Building Principal is charged with ensuring that Hopkinton High School programs comply with all aspects of law pertaining to the educational rights of students with qualifying disabilities. Inquiries or complaints should be directed to the Building Principal. Issues or complaints that cannot be resolved at the building level can be brought to the attention of the District 504 Coordinator, to the Massachusetts Department of Education, or to the U.S. Department of Education, Office for Civil Rights.

Below is a description of the rights granted by federal law to students with disabilities. The intent of this notice is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

Notice of Section 504 Parent/Student Rights In Identification, Evaluation and Placement

You have the right to the following:

- Right to have your child with disabilities take part in and receive benefits from public education programs without discrimination because of her or his disability.
- Right to receive all information in the parent's or guardian's native language or primary other mode of communication.
- Right to have your child receive a free appropriate public education, which includes the right of the child to be educated with students without disabilities to the maximum extent appropriate.
- Right to have your child have equal opportunity to participate in school programs and extracurricular activities sponsored by the school.
- Right to receive notice a reasonable time before a district identifies, evaluates or changes your child's placement.
- Right to inspect and review all of your child's educational records, including the right to obtain copies of education records at reasonable cost unless the cost would deny you access to the records, and the right to amend the record if you believe information contained in the record is inaccurate, misleading, or if the school district refuses to amend the record, you have a right to request a hearing.
- Right to have educational evaluation and placement decisions made based on information from a variety of sources and by persons who know the needs of the student, meaning of evaluation data and placement options.
- Right to periodic reevaluation and evaluation before any significant change in placement.
- Right to an impartial hearing if you disagree with the school district's proposed action. You will be an active participant. You have the right to be represented by counsel in the impartial hearing process. You have the right to appeal the impartial hearing officer's decision.

To appeal a decision of a 504 Committee decision within the school district, contact the Section 504 District Compliance Coordinator below. You may go directly to the Department of Education at the address below to seek an impartial hearing or to the U.S. Department of Education, Office for Civil Rights at the address below.

Mary Colombo, Ed.D., Coordinator
Section 504 District Compliance
Hopkinton Public Schools
89 Hayden Rowe Street
Hopkinton, MA 01748
508-417-9360

MA Department of Education
Bureau of Special Education
350 Main Street
Malden, MA 02148

U.S. Department of Education
Office for Civil Rights
Edward McCormack Bldg, Room 701
Post Office Square
Boston, MA 02109
Phone: 508-497-9800

SENIOR PROJECT

4th quarter Senior Year

The Senior Project is a final culminating learning experience for 12th grade students. Students will be excused from classes the last 4 weeks of the school year to pursue a particular interest or career path that is of interest to them. This may include, but is not limited to, interning at a work site, performing community service, or developing a creative project. During the 4-week project, students are required to maintain an online journal and to submit weekly essays about their experiences. Upon the conclusion of the experience, the student presents what s/he learned to an audience of impartial observers. Students are graded on the aforementioned three components. Students will receive a grade of Pass/Fail for his/her project. Credit for fourth quarter will be awarded upon successful completion of the entire project. The total credit will be awarded as 1.25 English with the balance as miscellaneous. Any senior in good academic standing at the close of the third quarter will be eligible to participate.

DUAL ENROLLMENT

Under the Dual Enrollment Program, high school juniors and seniors who wish to take college courses may select an on-campus or on-line course at participating local universities and will receive full college and high school credit upon successful completion. These courses are widely used throughout the country to introduce motivated students to the college experience. The student must be recommended by the school counselor and principal as having the aptitude and attitude necessary for success in the college course that they have selected. The student makes direct application to the university's Dual Enrollment Program. More information is available in the high school Counseling Department.

LIBRARY MEDIA CENTER

The Library Media Center at Hopkinton High School provides a rich learning environment for the high school community. The Library Media Center offers a variety of resources to meet academic needs and to nurture a love of reading. The collection, which includes print, media and computer resources, has been developed to support the Massachusetts Curriculum Frameworks and to support the intellectual development of our community of learners. Information skills are taught both to classes and to individuals. Technology skills are woven into the information literacy curriculum.

The Library Media Center collection of 17,000 volumes is designed to meet the academic and personal information needs of all students and faculty. The Library Media Center also receives numerous magazines and four newspapers. Computers are available for research purposes. Students have access to online resources such as CQ Researcher, InfoTrak, SIRS Knowledge Source, Mass Newstand, Gale Student Resource Center, the Opposing Viewpoints Resource Center, History Study Center and Grolier Online.

The Library Media Center is open from 7:30 am until 3:30 pm. Students are encouraged to visit the Library Media Center either individually or with a class.

CO-CURRICULAR ACTIVITIES

Co-curricular activities are an important part of a student's high school program. They are designed to broaden the educational and social experience of the student and to teach the skills involved in leadership and teamwork. Some of the activities offered at Hopkinton High School are listed below. If you do not see something which interests you, and would like to start a club or activity, please speak with the Principal or Athletic Director.

ATHLETICS

FALL SEASON

Cheerleading
Cross Country - Boys
Cross Country - Girls
Field Hockey
Football
Golf
Soccer – Boys
Soccer - Girls
Volleyball - Girls

WINTER SEASON

Basketball - Boys
Basketball - Girls
Cheerleading
Ice Hockey
Swimming & Diving
Track – Boys
Track - Girls
Wrestling

SPRING SEASON

Baseball
Lacrosse – Boys
Lacrosse - Girls
Softball
Tennis – Boys
Tennis - Girls
Track - Boys
Track - Girls

CLUBS AND ACTIVITIES

Art Club
Art Magazine
ArtReach
Band
Best Buddies
Book Club
Chess Club
Chorus
Clay Club
Community Service/LEO Club

Diversity Club
Drama Club
Environmental Club
French Club
GSA
Guitar Club
Hopkinton Youth Commission
Intramurals
Latin/Italian Club
Jazz Ensemble
JSA (Junior States of America)
Literary Magazine
Math Club
Mock Trial
Model United Nations
Newspaper *Voice*
National Honor Society
Peer Leaders
Peer Mediation
Peer Tutoring
Photography Club
Philosophy Club
Ping Pong Club
Robotics Club
Rugby
SADD
School Council
Skateboard Club
Spanish Club
Student Advisory Council
Student Council
Ultimate Frisbee Club
Unite
Yearbook

ART DEPARTMENT

“Visual Arts education inspires students to perceive and shape the visual, spatial, and aesthetic characteristics of the world around them. Using a variety of ways to explore, learn and communicate, students develop their capacity for imaginative and reflective thinking. Whatever their previous training or level of expertise in the arts, adolescents search for ways to communicate personal and original ideas. These students bring what they have learned in, about, and through the arts to their adult lives.”

-Massachusetts Arts Curriculum Framework

The art department offers an extensive program in both traditional and technology based visual arts. Please note any new course titles, prerequisites and changes in descriptions. Please consult with the art department or your guidance counselor for advice and recommendations. A table summary of course offerings is included for reference. Refer to full course descriptions for complete information.

FINE ARTS COURSE SUMMARY

Studio Art:

Studio Art I: Introduction to Art*
Studio Art II
Studio Art III
Studio Art IV
Studio Art V
Art Portfolio
AP Studio Art

Computer Arts:

Digital Art*
Flash Animation*
Graphic Design I*
Graphic Design II
Introduction to 3D Animation with Maya*

Photography

Photography I
Photography II
Photography III

Ceramics

Introduction to Ceramics *
Ceramics II
Ceramics III
Ceramics IV

Specialty courses

Animation I*
Fashion and Textile Design*

Yearbook

Yearbook I

** no prerequisite: open to all*

Studio Art I: Introduction to Art

Open to: Grades 9 - 12

Course Prerequisites: None

Semester

2.5 credits

The emphasis of this course is on building skills in art. Studio art projects focus on understanding the **elements and principles of design** and allow students to explore a variety of artistic media, materials and techniques. Students begin to see and respond to the world as artists do and gain confidence in their artistic ability, as they develop their powers of observation and expression. *Note: Studio Art I: Introduction to Art is required for Photography and Studio Art II. It is recommended for Computer art courses, Graphic Design and Animation.*

Studio Art II

Open to: Grades 9 - 12

Course Prerequisites: Studio Art I: Introduction to Art

Semester

2.5 credits

This course continues to build on the skills and knowledge learned in Intro to Art. Projects focus on building strong **compositions** and developing **visual imagination**. Students explore traditional and contemporary artwork and begin to incorporate such styles, techniques, and decisions into their own creative process. Working in a wide range of mediums, students develop greater reliance on their own ability to create solutions to artistic problems. *Note: Studio Art II may be elected in the same year as Introduction to Art. Formerly titled Art II: Foundations.*

Studio Art III

Open to: Grades 10 - 12

Course Prerequisites: Studio Art II

Semester

2.5 credits

This course continues to build on the skills and knowledge learned in previous Studio Art classes. Projects focus on **observational skills** and help students develop their own **artistic voice**. A variety of concept-based studio experiences allow students to further develop technique, improve communication, and explore the process of making art. Special attention will be given to painting techniques in acrylics and water-based oils, in a variety of styles. *Note: The new Studio Art course series replaces Painting and Drawing.*

Studio Art IV

Open to: Grades 10 – 12

Course Prerequisites: Studio Art III

Semester

2.5 credits

This course continues to build on the skills and knowledge learned in previous Studio Art classes. Projects focus on the **expressive** qualities of art and how to **communicate ideas** in two-dimensional space. Students explore various drawing and painting techniques, with attention to how mood, humor, opinion, and personality can be expressed through art. Projects and exercises are designed to improve skills, encourage critical thinking, and expand the definition of visual art. Students create a body of artwork that is expressive. *Note: The new Studio Art course series replaces Painting and Drawing*

Studio Art V

Open to: Grades 11 – 12

Course Prerequisites: Studio Art IV

Semester

2.5 credits

This course continues to build on the skills and knowledge learned in previous Studio Art classes. Projects focus on how artists use **abstraction** in art. Projects and exercises encourage students to incorporate meaningful ideas into their artwork as they continue to investigate traditional and contemporary concepts and techniques. Students create a body of artwork that is visually dynamic. *Note: The new Studio Art course series replaces Painting and Drawing.*

Art Portfolio

Open to: Grade 11 -12

Prerequisites: teacher approval

Two Semester Course

2.5 credits/semester

This course allows students to build a portfolio that showcases skills and knowledge learned in previous Studio Art classes. Projects and exercises focus on allowing students to further explore the process of making art on a **more independent level**. Students who are highly motivated in the studio arts, or who may be considering further arts education at the college level, will benefit from this **intensive studio experience**. This course incorporates writing, discussion, and group critique to the studio art experience with the emphasis on becoming a more confident and articulate artist. At this level, students are aiming for portfolio level artwork.

AP Studio Art**Open to: Grade 11-12****Prerequisites: teacher approval****Two Semester Course****2.5 credits/ semester**

This is a college level course intended for students who have specialized in any of the visual arts: Studio Art, Photography, Computer Art, or Ceramics. At this level, students are consistently generating portfolio level artwork that follows the guidelines of Advanced Placement Studio Art. Students choose a central theme around which they create a body of artwork that showcases quality in concept, design elements and technical skill. This course incorporates writing, discussion, and group critique to the studio art experience with the emphasis on becoming a more independent and articulate artist. Students who wish to elect this course must present a collection of their artwork done to date and get permission from an art teacher. A complete portfolio will be submitted to the College Board in May. *Note: AP Portfolio may be completed in any visual media. Prerequisite include portfolio of work done to date, instructor approval, and summer advance work. Some materials provided by student.*

Digital Art**Open to: Grades 9 - 12****Prerequisites: None****Semester****2.5 credits**

Digital media has fundamentally changed the picture making process for many artists. In this course, projects are designed to introduce tools, techniques, and skills unique to digital art. After attaining a level of proficiency in Photoshop, students use this application and additional digital imaging tools to create expressive pieces of visual art. This computer art class also introduces the elements and principles of design.

Flash Animation**Open to: Grades 9 - 12****Prerequisites: None****Semester****2.5 credits**

This course introduces time and motion to the 2D digital image. Students work primarily in *Adobe Flash*, a computer application that allows them to create interactive, energetic, and visually imaginative motion graphics. Coursework includes a series of projects designed to challenge traditional definitions of visual art and highlight the important and powerful aspects of *Adobe Flash*.

Graphic Design I**Open to: Grades 9 – 12****Prerequisites: None****Semester****2.5 credits**

This course emphasizes the production of artwork for a commercial audience. Students are introduced to traditional hands-on design techniques and graphic/illustration software, specifically *Adobe Illustrator* and *Adobe Photoshop*. Through an array of interesting projects, students examine elements of design, such as typography and composition, and explore design problem solving techniques. The history of graphic design, writing, and printing will be discussed. Career opportunities for applying acquired skills are also investigated.

Graphic Design II**Open to: Grades 10 - 12****Prerequisites: Graphic Design I****Semester****2.5 credits**

Using skills acquired in Graphic Design I students further investigate design issues, formulate solutions and generate artwork for a commercial audience. Software is introduced so that students may begin to investigate approaches to 2-page spreads, double-sided designs and explore three dimensional design solutions. Assignments rely on the synthesis of image and text. Sophisticated approaches to concept development will be looked into, and students begin to express a personal vision within the context of the given assignment. A deeper investigation of design history and opportunities for applying acquired skills are covered.

Animation I**Open to: Grades 9 - 12****Prerequisites: None****Semester****2.5 credits**

This course is an introduction to the basics elements of traditional animation. The theory and practice of turning hand-drawn artwork into animated sequences is introduced and put into practice. This includes planning and storyboarding to the final process of assembling a narrative animation on the computer. Drawing the human figure and animals in motion and an understanding of how a figure moves will also be covered.

Introduction to 3D Animation with Maya

Open to: Grades 9 - 12

Prerequisites: None

**Semester
2.5 credits**

This computer class begins with an introduction to the interface of *Autodesk's Maya 3D* animation software and some of its key components. Students will work on the complicated process of character animation. The students will use artistic skills merged with CGI technique to bring animations to life with personality and character. The importance of small touches such as squash and stretch, secondary motion overlap, moving holds, exaggeration of movement, and anticipation are added to the mix. Creating lifelike and expressive body movements will be one of the major goals of the course.

Photography I

Open to: Grades 10 – 12

**Prerequisites: Intro to Art or Digital Art,
or teacher approval**

**Two Semester Course
2.5 credits/semester**

This beginning level course is for students with an interest in art and photography. Students taking this course will explore the creative possibilities and boundaries of the medium in both film and digital formats. In this hands-on course, exposure controls, camera operation, and black and white film developing and darkroom printing techniques will be developed. The class sessions are used for discussion, critique of student work, technical demonstrations, and darkroom lab time. Picture taking are done outside of class on student's own time. Students are encouraged to obtain the use of a fully manual focus and exposure capable camera for this course. There will be art department cameras available for those students who cannot obtain a camera for the course. When students use department cameras, they are responsible for replacing the camera if it is lost, damaged or stolen. *Note: Students who have taken an art class other than Intro to Art or Digital Art should see instructor for possible approval. Note: A lab fee is required for materials*

Photography II**Open to: Grades 11 – 12****Prerequisites: Photography I****Semester****2.5 credits**

Students taking this course further explore the creative possibilities and boundaries of the medium in both film and digital formats. More advanced exposure control, camera operation, and black and white film developing and darkroom printing techniques will be developed in this course. Explorations in digital photography are also an emphasis of the course and provide students with opportunities to work with color, mixed media, and large-scale digital printing. The class sessions will be used for discussion, critique of student's work, technical demonstrations, and darkroom lab time. Picture taking are done outside of class on the student's own time. Students are encouraged to obtain the use of a fully manual focus and exposure capable camera for this course. There will be art department cameras available for those students who cannot obtain a camera for the course. When students use department cameras, they are responsible for replacing the camera if it is lost, damaged, or stolen. *Note: A lab fee is required for materials.*

Photography III**Open to: Grade 12****Prerequisites: Photography II****Hybrid****Semester****2.5 credits**

This course is a continuation of Photography II. Students will continue to explore the creative possibilities and boundaries of the medium. Students will be expected to have a clear idea and direction for their own interests in expressive photography. Self-motivation and independent work will be emphasized. Picture taking will be done outside of class on the student's own time. Students are encouraged to obtain the use of a fully manual focus and exposure capable camera for this course. There will be art department cameras available for those students who cannot obtain a camera for the course. When students use department cameras they are responsible for replacing the camera if it is lost, damaged, or stolen. *Note: A lab fee is required for materials.*

Introduction to Ceramics**Open to: Grades 9 - 12****Prerequisites: None****Semester****2.5 credits**

This course is an introduction to clay designed to familiarize students with basic techniques and processes. Students learn forming with pinch, coiling, slab construction, and preliminary wheel throwing. Students also explore surface decoration, under glazes, slips and much more. Projects include bowls, vases, mugs, as well as sculptural forms. Students create projects dealing with space, form, function and proportion. Drawings, quizzes, notebook, and final project are required.

Ceramics II

Open to: Grades 10 – 12

Two Semester course

Prerequisites: Introduction to Ceramics

2.5 credits / semester

During this course, students continue to work on their hand building and throwing skills. Projects include objects with lids, teapots pitchers and mugs. Clay work focuses on mid-fire clay and glazes with further concentration on sets and conceptual themes. A Notebook and a final project are required.

Ceramics III

Open to: Grades 11 - 12

Semester Course

Prerequisites: Ceramics II

2.5 credits/ semester

Students continue to develop their clay skills with an emphasis on matching sets, surface development and glaze experimentation. Kiln loading and firing are discussed with students. Students develop a body of work with teacher support and instruction. An idea notebook and final project are required.

Ceramics IV

Open to: Grade 12

Semester Course

Prerequisites: Ceramics III

2.5 credits / semester

This course is offered to students that have taken Ceramics III and wish to explore a specific aspect of clay. Students will create a course of study for themselves that focuses on developing a specific skill or idea. Emphasis will be placed on producing a quality body of work by the conclusion of the course. All work will require the support of research and drawings in the form of a sketch book. Students taking this class should be highly motivated, independent workers with a firm understanding of ceramics. Student's evaluation will be based on weekly sketchbook assignments, progress as well as participation in a final critique of their work.

Fashion and Textile Design**Open to: Grades 9 - 12****Prerequisites: None****Semester****2.5 credits**

Students explore an array of projects from textile designs to fashion illustration. Weaving, printing, resist and dying are among the many techniques taught. In class students will learn basic hand and machine sewing techniques. Final projects may include hand painted silk scarves, acrylic jewelry designs, designer inspired fashion drawings, hand bags, sneaker & shoe designs and tessellating textiles. Fashion history and contemporary designers will be researched.

Yearbook I**Open to: Grades 10,11, 12****Prerequisites: Teacher approval,
or one of the following: Digital Art,
Graphic Design or Photography****Two Semester Course****2.5 credits / semester**

Have you ever wondered how a book was made from cover to cover? Do you want to be part of something big at Hopkinton High School? Do you have a passion for photography? Are you interested in the advertising world? If you answered yes to any of these questions than consider Yearbook as an elective for you. At HHS the yearbook is an opportunity to learn desktop publishing, photo editing and advertising. Students will work in Adobe InDesign and Adobe Photoshop to design dynamic layouts, edit photos and design advertisements.

BUSINESS/TECHNOLOGY/MEDIA ARTS

In the ever-changing information age, the demand for communicating in powerful ways is increasing, and the tools for success and self-expression are more accessible than ever. The demand for these tools comes from every industry imaginable. These classes will help students communicate ideas through accessible, user-friendly technologies and gain a better understanding of the power of these media in developing creativity, innovation, and other higher-order thinking skills. The knowledge and skills learned here, with the tools to use them, will be essential in both the workplace and in a global arena. Classes are designed to make students more marketable and adept in more than one area. The expectations and technology are comparable with the industry standard and colleges.

Film and Television

Open to: Grades 9 - 12

Prerequisites: None

Semester

2.5 credits

This is an overview course for visual and media literacy, including broadcasting and journalism, marketing communications, and public relations. We will study the field and explore the tools, such as film, television, radio, online, and other media. The course begins with a media literacy component, which will examine visual aesthetics, character-driven narratives, and unique performances in film and television. Through exposure to and analysis of a wide variety of media programming, students will develop and build on critical thinking skills. The course also introduces students to television and film production skills, including pre- and post-production. Students will complete a culminating project in which they will have the opportunity to write, direct, act in, produce, and edit their own collaborative short film.

Film as Literature

Open to: Grades 11 - 12

Prerequisites: None

Semester

2.5 credits

This course examines the visual imagery and the aesthetic harmonies found in literature and film. Students are responsible for reading novels and watching a number of films based on these novels with an eye on how these two art forms engage the senses and stimulate the imagination. We will discuss how the authors use words to interpret and depict their world and whether their vision is faithfully translated into film. Students in this course learn how good television and films are crafted in script and teleplay. Students learn how to hear and write dialogue, work with actors, and research the subjects about which they write.

Advanced Film and Video Production**Open to: Grades 10 - 12****Semester****Prerequisites: Film and Television****2.5 credits**

This course gives students experience with advanced editing techniques, casting for television and film, promotion and marketing, and fundraising. Students produce news, variety shows, sports, and dramatic scenes through opportunities to work on a crew together and interview subjects. Most importantly, students are encouraged to create larger scale projects which are then share with a diverse audience, including a school-wide film festival and community television.

Introduction to Business**Open to: Grades 9 - 12****Semester****Prerequisites: None****2.5 credits**

The goal of this course is to explore the basic concepts of business from the beginnings of an economy to the creation of a global corporation. From the great ideas of inventors to the money needed to make it happen; the formation of a business to the rules governing it; the design room to the production floor; the marketing plan to the consumer's purchase - this course gives an introduction to all areas of business as they exist today. Projects include the formation of a virtual business with various departments reporting to each other as well as demonstrations of business successes and failures. Guest speakers from local businesses may be brought in to highlight the reality of these concepts.

Entrepreneurship**Open to: Grades 9 - 12****Semester****Prerequisites: Introduction to Business****2.5 credits**

Entrepreneurship focuses on more of the details involved in creating a business from an idea. Curriculum topics include Skill Assessment, Business Planning, Ownership, Government, Finance, Target Marketing, and Technology. The class engages in realistic product design, manufacturing, sales planning, and budgeting. Students with acceptable and well-constructed business plans have the opportunity to compete for scholarship money through various college and university competitions.

WHPS – Radio Production I

Open to: Grades 9 - 12

Prerequisites: None

Semester

2.5 credits

Welcome to the world of Streaming Radio! Hopkinton High School is broadcasting music, talk, interviews, news, and special interest programming over the Internet at whpsradio.org. While also studying the history and development of radio as a broadcast medium, students will use the latest Internet Streaming Radio software and hardware to organize, to write, and to produce radio spots and full feature radio broadcasts (e.g. interviews, music, drop-ins, talk-shows, public service announcements, etc.). Student radio spots will contribute to the programming of WHPS. Students will also work with their peers in the WHPS Capstone course to develop and support live on-air broadcasts and promotional events.

WHPS – Radio Production II

Open to: Grades 9 - 12

Prerequisites: Radio Production I

Semester

2.5 credits

Students will extend their skills from Radio Production I to include the additional production elements associated with full radio programming. Students will use Internet Streaming Radio software and hardware to organize, to write, and to produce live “On-Air” broadcasts (e.g. sports, drama, news, and music productions). In addition to learning the elements of music programming, students will also learn to provide sound reinforcement for live promotional events (e.g. DJing, radio engineering, etc.). Student developed programs will be incorporated into WHPS programming. Students will also work with their peers in the WHPS Capstone course to develop and support live on-air broadcasts and promotional events.

WHPS – Technology Capstone

Open to: Grades 10 - 12

Prerequisites: Radio Prod. I & II

Two Semester Course

2.5 credits / semester

In this **2-semester course**, students learn first-hand the intricate details of operating a business entity. The course curriculum includes planning, teamwork, production, and scheduling while developing technical, marketing, media, and management skills. Departments within the radio station include Program Directors, News/Media, Business, and Production. This integrated curriculum involves other departments within the school including Graphic Arts, Drama, TV, Web Design, and Business. There is an expectation of after-school activities, when necessary. All positions within WHPS are considered valuable work experience and should be considered as such on resumes or college applications.

Introduction to Java Programming

Open to: Grades 9 - 12

Prerequisites: None

Semester

2.5 credits

We live in a media world. Behind many of the websites and other media that we commonly experience is one of the most powerful applications of the future – Java. Students will learn how to program and create a wide variety of useful applications using Java, beginning with project planning, flow-charting, design, implementation, testing and delivery in a formal cohesive curriculum. Object-Oriented Programming (OOP) is the industry standard for introductory and high level programmers. Class work is largely project-based with both individual and group projects. After completing this course, students will have a basic understanding of the expectations and possibilities for computer programming in real-world applications.

Web Page Design I

Open to: Grades 9 - 12

Prerequisites: None

Semester

2.5 credits

Web Page Design I introduces students to the Internet, the World Wide Web, and the Web page design and creation process. Using Notepad, students create and validate Web pages by hand-coding the latest version of XHTML. Once the basics are understood, students learn how to use *Macromedia Dreamweaver MX*, an XHTML editor, and *Macromedia Fireworks MX*, an image editor, to create more inclusive and extensive Web sites. Finally, *Macromedia Flash MX* is used to create simple animations that are added to their Web sites. Student projects are posted on the World Wide Web for all to see.

Web Page Design II

Open to: Grades 9 - 12

Prerequisites: Web Design I

Semester

2.5 credits

Web Page Design II continues to introduce students to the concepts that allow them to create their Web pages and sites more quickly and productively with the emphasis being placed on design, usability, and accessibility. Cascading Style Sheets (CSS) and JavaScript are added to Web sites to improve their efficiency and interactivity. Additional skills are also learned in *Dreamweaver MX*, *Fireworks MX*, and *Flash MX*. Students work together as part of a Web development team to produce functional Web sites that are posted on the World Wide Web for all to see.

DRAMA DEPARTMENT

The drama department at Hopkinton High School includes all theater related courses as well as public speaking. Related extra-curricular activities include three after-school productions; a fall musical, a winter play, and the one-act-festival in May. The overall mission of the department is not focused solely on the development of actors or orators, but rather the creation of an environment for each student's self-exploration within a community of trusted peers. Public Speaking and Acting I are open to all. Acting 2 has a pre-requisite requirement.

Acting I

Open to: Grades 9 - 12

Prerequisites: None

Semester

2.5 credits

The primary objective of this course is to help students develop an awareness of what it takes to be an actor: to learn the importance of attaining believability and truthfulness on stage. It includes an introduction to improvisation, monologue work, and theater games.

Acting II

Open to: Grades 10 - 12

Prerequisites: Acting I or permission of the instructor

Semester

2.5 credits

This course provides the serious acting student with an opportunity to develop his/her acting skills through an introduction to the techniques of Uta Hagen, Rudolph Laban, Stephen Wangh and Michael Chekhov. There is a focus on character analysis and development, as well as advanced improvisation, the study of play structure and the practice of playmaking.

Public Speaking

Open to: Grades 9 - 12

Prerequisites: None

Semester

2.5 credits

The emphasis of this course is placed on the study of communication and the practice of public speaking. The course includes practical application of speech communications in everyday life, interpersonal communication, group dynamics, self-awareness and self-confidence as well as looking at communications as story, as a form of education, and as a persuasive tool.

ENGLISH DEPARTMENT

Over the course of four years of English instruction, Hopkinton High School students acquire integrated language skills and cultural knowledge through a close reading of literature, develop clear thinking through clear writing, and articulate their own ideas while developing a respect for alternative perspectives. Teachers will provide an intellectually challenging learning environment, encouraging the students to attain language mastery through persistent effort and intellectual rigor. Teachers also foster the growth of the individual student and instill the idea that control of language is power.

Course Sequence

Grade 9 English 9

Grade 10 English 10

Grade 11* American Literature and One Elective Choice or
 Advanced Placement English Language

Grade 12* Two Elective Choices or
 Advanced Placement English Language or
 Advanced Placement English Literature

*All students in grades 11 and 12 are welcome
to pursue more than two semesters of English.

Grade 9 - Growth through Experience

Life's experiences, both positive and negative, shape and mold human beings. English 9 is organized around young adults and their experiences, examining how characters in literature confront and handle conflict through an analysis of how life experiences shape personal growth. Reading novels, short stories, drama, and poetry, students reflect on characters' situations, identify hardships involved in confronting conflict, and consider the consequences of choice, both for the literary characters and for themselves.

English 9 (CP), (H)**Open to: Grade 9****Prerequisites: 8th gr. teacher recommendation for (H)****Two Semester Course
2.5 credits per semester**

In English 9, students will gather, organize, and analyze textual evidence, write original thesis statements, and improve writing through revision. Grammar, usage, and composition training will strengthen writing skills, with written assignments focused on expository, narrative, and analytical essays. Close examination of novels, short stories, plays, and poems will develop reading skills and reinforce knowledge of literary techniques. Formal and informal oral presentations will strengthen rhetorical skills, and direct vocabulary instruction will prepare students for pre-college testing. Novels may include, but are not limited to, *Lord of the Flies*, *Night*, *The Bean Trees*, *In the Time of Butterflies*, the play *Romeo and Juliet*, and outside reading of students' choice.

Grade 10 - Appreciation of Differences

The concepts of empathy, appreciation, and understanding are used to organize the curriculum for English 10. Students concentrate on reading for meaning beyond surface details, using contextual analysis to gain an appreciation of various cultures and literary works, and to recognize and value the differences that make each of us unique. Writing expectations focus on thesis-based expository papers and literary analysis.

English 10 (CP), (H)**Open to: Grade 10****Prerequisites: 9th gr. teacher recommendation for (H)****Two Semester Course
2.5 credits per semester**

English 10 builds on the foundations established in English 9, developing oral, written, and analytical skill through analysis of classical and contemporary literature. Students will analyze the logic and evidence used by authors to construct arguments, and organize ideas for critical essays using original theses and paragraphs designed to build effective arguments. Students work independently and collaboratively to brainstorm creative and analytical essays, and to improve writing through peer editing. Revision exercises focus student attention on topic development, organization, level of detail, language/style, sentence

structure, grammar and usage, and mechanics. Contextual vocabulary instruction will prepare students for pre-college testing and MCAS.

Texts may include, but are not limited to, *Julius Caesar*, *Animal Farm*, *My Antonia*, *The Metamorphosis*, *Ordinary People*, *Hiroshima*, *Pride and Prejudice*, *A Yellow Raft in Blue Water*, *Fried Green Tomatoes at the Whistle Stop Café*, *1984*, *Antigone*, *The Secret Life of Bees*, *Fahrenheit 451*, and *Of Mice and Men*. In addition, students will read selected short stories and poetry.

Grade 11 – The American Experience

All juniors are required to pursue one semester of American literature, exploring what it means to be an American through the study of American thought and literature. Through close reading of the works of major American writers, students will explore typical American conflicts such as individualism vs. conformity, materialism vs. spirituality, and personal desires vs. social responsibility, placing these conflicts in their historical context. Juniors must select one semester of American literature and at least one additional course offering from the *Grade 11 & 12 - Reflections from Literature* courses described later in this program, or they may select the Advanced Placement English Language and Composition course. All juniors are eligible to pursue more than two semesters of English if they so desire.

American Literature (CP), (H)

Open to: Grade 11

**Prerequisites: English 10,
teacher recommendation for (H)**

**Semester Course
2.5 Credits**

American Literature is a college preparatory course designed to explore the idea of what it means to be an American. The American Dream, core American values, and American culture are integral themes of the course. Novels and plays may include, but are not limited to, *The Great Gatsby*, *The Crucible*, and *The Catcher in the Rye*. When reading *The Crucible* or *The Great Gatsby*, students will deepen their understanding of these literary works by exploring their historical contexts. The writing component emphasizes the need to approach the writing task as a three-part process of pre-writing, preliminary draft, and final revised copy. Writing assignments are designed to prepare students for the level of language maturity needed in college.

This course is offered in one-to-one and regular format.

Grades 11 and 12 – Human Nature: Reflections from Literature

These courses, open to juniors and/or seniors, focus on integrating language skills across diverse genres; they expect students to take on an increased responsibility for determining their own course of study as they reach intellectual maturity. All juniors must have one semester of American literature (see course description for The American Experience) and a minimum of one additional course offering from the courses described below, or a full year of Advanced Placement English Language and Composition. All seniors must select a minimum of two one-semester course offerings from the courses described below, or a full year of Advanced Placement English Language or Advanced Placement English Literature. Both juniors and seniors are welcome to pursue more than two semesters of English.

Advanced Placement English Language and Composition (A)

Open to: Grades 11 and 12

Two Semester Course

Prerequisites: Teacher Recommendation

2.5 credits per sem.

Advanced Placement English Language and Composition, a college-level course, will prepare students to take the Advanced Placement English Language and Composition test. Coursework will involve college-level work in composition as well as continued development of critical and analytical skills. Emphasis is placed on the expository, analytical, and argumentative writing that forms the basis of academic and professional communication. This course gives students the practice and supportive criticism necessary to make them flexible writers who can compose in a variety of modes and for a variety of purposes. Both their reading and writing should make them aware of the interaction between authorial purpose, audience needs, the subject itself, and the resources of language, such as syntax, word choice, and tone. Papers of critical analysis will be required. *The Riverside Reader* and the *Student's Book of College English*, both college level texts, will be used. To prepare for the course, students will have to read *The Scarlet Letter* by Nathaniel Hawthorne and *Writers on Writing* before school opens in the fall. Outside reading will include *The Great Gatsby* by F. Scott Fitzgerald, *The Crucible* by Arthur Miller, and a play by William Shakespeare.

Advanced Placement English Literature and Composition (A)

Open to: Grade 12

Two Semester Course

Prerequisites: Teacher Recommendation

2.5 credits per sem.

Advanced Placement English Literature is a college-level, senior course that prepares students to take the Advanced Placement English Literature and Composition test. The course emphasizes the development of skills in critical reading of literature, and in writing about literature and related ideas. Coursework involves clarification of poetry and prose; thematic analysis of works in all literary genres; and the rhetorical analysis of selected works or passages, through both in-class and out-of-class writing. To prepare for the course, students will have to read *Tracks* by Louise Erdrich before school opens in the fall. Course readings include, but are not limited to: *Jane Eyre* by Bronte, *The Wide Sargasso Sea* by Rhys, *The Stranger* by Camus, and *As I Lay Dying* by Faulkner. The history of tragedy through drama includes, but is not limited to: *Oedipus Rex* by Sophocles, *Hamlet* by Shakespeare, and *Waiting for Godot* by Beckett. Analysis of poetry relies on *Sound and Sense in Poetry* by Perinne.

The Common Human Experience (CP), (H)

Open to: Grades 11 - 12

Semester Course

Prerequisites: None

2.5 credits

This course will cover early British literature from the dark, rugged Anglo-Saxon period to the classical Renaissance, all the while comparing past human experiences and to contemporary society. Students will read the first work known to be composed in the English language, the epic *Beowulf*; Chaucer's humorous *The Canterbury Tales*; and Shakespeare's philosophical *Hamlet*. Shorter works, such as ballads and sonnets, may also be covered. In addition, outside reading may include *Grendel*, a novel which retells *Beowulf* from the monster's point of view, and *Moll Flanders*, one of the earliest, English novels.

Comparative Mythology (CP), (H)

Open to: Grades 11 - 12

Semester Course

Prerequisites: None

2.5 credits

In this course, students will examine myths and legends from Greece, Rome, Scandinavia, Babylon, and Egypt to learn the values and lifestyles of these ancient civilizations, to examine what makes the respective civilizations unique and what makes them alike, and to explore why these diverse cultures created gods, heroes, and stories that are remarkably similar. Readings include creation myths, fertility myths and heroic quests. Class discussions will focus on identifying thematic

connections between the stories, and students will write papers that compare and contrast different myths from different lands.

Contemporary Literature (CP), (H)

Open to: Grades 11 - 12

Prerequisites: None

Semester Course

2.5 credits

The course will focus on contemporary literature published from 1945 until the present. Significant to the study will be how contemporary authors create an overall sense of identity for their characters and speakers in an increasingly complex society—a society in which the nature of truth is often questioned. Students in the class will interact with a variety of genres and media that reflect the contemporary experience. Texts may include Kesey's *One Flew Over the Cuckoo's Nest*, Mamet's *Oleanna*, Irving's *The World According to Garp*, Yoshimoto's *Kitchen*, O'Brien's *In the Lake of the Woods*, and selected short stories from authors such as Alison, Braverman, Carver, and Oates.

Creative Writing (CP), (H)

Open to: Grades 11 - 12

Prerequisites: None

Semester Course

2.5 credits

This course provides students with opportunities to examine models of good writing and compose pieces in various genres, including memoir, short stories, poetry and essays. Creative Writing welcomes students at all levels and of all abilities. Students in this course should have an interest in writing, a willingness to present their writing to the class for discussion, and a desire to submit their work for publication. The process of revision will be emphasized in the course.

English for the Modern World (CP)

Open to: Grades 11 - 12

Prerequisites: None

Semester Course

2.5 credits

This course will focus on nonfiction literature and writing skills that are used in modern life. The class will read various nonfiction pieces including but not limited to *Tuesdays with Morrie*, *Into the Wild*, a choice autobiography or biography, authors such as Tim O'Brien, Maya Angelou, and Pat Conroy, as well as excerpts from current periodicals. Students will compose personal pieces (college essays and journals), business letters, editorials, resumes and cover letters, critiques, and research, and will utilize *Writer's Inc* text as a guideline for good writing. Students will be involved in class discussions, presentations, small group work, and Socratic seminars.

Literature and War (CP), (H)
Open to: Grades 11 - 12
Prerequisites: None

Semester Course
2.5 credits

This course will examine the challenges, problems, and opportunities of war, when great crisis in human civilization, caused normal rules and values to collapse into conflict and disorder. Possible texts include Homer's *Iliad*, Sun Tsu's *The Art of War*, Shakespeare's *Henry V*, Stephen Crane's *Red Badge of Courage*, Ernest Hemingway's *A Farewell to Arms*, Kurt Vonnegut's *Slaughterhouse-Five*, Art Spiegelman's graphic novel *Maus*, Michael Herr's *Dispatches*, Tim O'Brien's *Going After Cacciato* or *The Things They Carried*, and a selection of short fiction and poetry.

Multicultural Literature (CP), (H)
Open to: Grades 11 - 12
Prerequisites: None

Semester Course
2.5 credits

In this course, students will read literature from African-American, Latino and Latina American, and Asian-American authors, discussing the issue of identity and the American experience. Students will explore issues of race and culture, and examine how an individual's "story" can play into the larger American story. Possible texts include excerpts from Du Bois, Martin Luther King Jr.'s *Letter from a Birmingham City Jail*, Toni Morrison's *The Bluest Eye* and/or *Beloved*, Alice Walker's *The Color Purple*, Richard Wright's *Native Son*, Julia Alvarez's *How the Garcia Girls Lost their Accents*, Amy Tan's *The Joy Luck Club*, and the poetry of June Jordan, Audre Lorde, and Adrienne Rich.

Shakespeare Through Performance (H)
Open to: Grade 11 - 12
Prerequisites: None

Semester Course
2.5 credits

Shakespeare's plays were meant to be seen and performed, not just read as words on a page. In this course students will test and strengthen their reading and analytical skills as they make meaning of Shakespeare's language. Students will examine the ways that the works have been interpreted and performed, and will then develop fluency and techniques of stage performance to express their literary understanding. They will come to experience the works of Shakespeare as living and breathing pieces of art through the examination of various interpretations of characters, scenes, and themes and through the development of a repertoire of performance techniques that allow intellectual, physical, and vocal connection to the language of these plays. The class will study five plays over the course of the semester. These include *Romeo and*

Juliet, The Tempest, A Midsummer Night's Dream, The Taming of the Shrew, and Richard III.

Film as Literature

Open to: Grades 11 - 12

Prerequisites: None

Semester Course

2.5 credits

This is a course that examines the visual imagery and the aesthetic harmonies found in literature and film. Students are responsible for reading novels and watching a number of films based on these novels with an eye on how these two art forms engage the senses and stimulate the imagination. We will discuss how the authors use words to interpret and depict their world and whether their vision is faithfully translated into film. Students in this course learn how good television and films are crafted in script and teleplay. Students learn how to hear and write dialogue, work with actors, and research the subjects about which they write.

Journalism for the 21st Century

Open to: Grades 11 - 12

Prerequisites: None

Semester

2.5 Credits

HYBRID

Offered in Hybrid format, which consists of 50% classroom and 50% on-line instruction supported by student laptops, this introductory course will study the changing face of journalism in the 21st Century. Students will explore the role technology is playing in reshaping how news is communicated in this digital era. The course will be product-based in that students will produce an online student media network (www.hhspress.org) consisting of journalism, commentaries, videos, photo galleries, blogs, podcasts, and more.

FOREIGN LANGUAGE DEPARTMENT

Philosophy

Language is the tool that enables individuals of the world to share experiences, express ideas, and discuss concerns. The study of a second language is an integral part of becoming an informed and productive member of the international community, providing opportunities for cultural interaction and international understanding. In the Hopkinton School system, the fundamental purposes of foreign language instruction are to enable students to communicate in the studied language, to explore foreign cultures, and to gain insight into the behavior of other peoples.

Expectations

To communicate effectively in a language requires many years of dedicated and diligent study. Proficiency in a second language requires work beyond the classroom, including memorization of previously-presented concepts and vocabulary. In honors classes, students are required to communicate in the target language with each other and with the teacher. In both honors and college prep classes, speaking the target language in the classroom will be a component of the student's grade.

College Requirements

Many colleges require two or more years of study of the same foreign language in high school for admission. There is no competitive advantage to choosing one language over another. Admission requirements can be met through the pursuit of modern languages, such as French or Spanish, and/or classical languages, such as Latin and Ancient Greek. The more competitive colleges prefer either three or four years of study of the same foreign language, which may include the pursuit of an Advanced Placement course.

French I (CP)**Open to: Grade 9 - 12****Prerequisites: None****Two Semester Course
2.5 credits/semester**

French I is a course for students who are beginning their study of French, or for students who would benefit from a review and reinforcement of French I skills before continuing to French II. All students who have not yet begun the study of foreign language are encouraged to enroll.

Instructional emphasis is placed on developing proficiency in the areas of listening, speaking, reading, writing, and culture. Students learn fundamental grammar and useful idiomatic expressions, including the present tense and some common irregular verbs, through use of the language in practical situations. An appreciation of France and her cities, people, holidays, and customs is incorporated into the class.

French II (CP), (H)**Open to: Grade 9 - 12****Prerequisites: French I****Two Semester Course
2.5 credits/semester**

In this course, students add to their foundation in practical communicative skills, using French to gain information, to discuss topics of interest, and to describe events of the present, past, and future. Students read for information and for pleasure, compose short compositions, engage in conversation, and maintain a journal. Tapes and videodiscs are used to aid students in improving comprehension skills. Students continue learning about the culture of France and other French-speaking countries.

The French II honors course is designed to prepare students for a four-year language sequence that culminates with enrollment in the AP French Literature course. During the second semester, the curriculum will emphasize improving reading proficiency through the use of short stories, poems, and additional language structures.

French III (CP), (H)**Open to: Grade 10 - 12****Prerequisites: French II****Two Semester Course
2.5 credits/semester**

The goal of this course is to provide a firm basis in all the skills that the student has been acquiring for ease in communication with native speakers of French. Students add significantly to their vocabulary, to their understanding of the language, and to their writing skills by

reading progressively more difficult works, discussing these works, and writing about the readings. The readings are thematically based on history, culture, customs, and everyday life in France and other French-speaking countries. Oral communication is a significant part of the course and students are expected to converse entirely in French, both with each other and with the teacher, during all class activities. Tapes, listening comprehension exercises and DVDs are used to improve understanding. Student-prepared skits, dialogues and presentations are encouraged. The French III honors curriculum is designed to reinforce and extend the skills that will prepare the learner for French IV honors and AP French Literature.

French IV (CP), (H), (AC)

Open to: Grade 11 - 12

Prerequisites: French III

Two Semester Course

2.5 credits/semester

In this course students strive toward language proficiency that allows them to communicate easily with native speakers of French on a variety of non-technical topics. Students are able to support an opinion, express emotion, participate in topical discussions, and meet the daily challenges of any French-speaking country. The course is taught entirely in French and students are required to use French exclusively in the classroom in order to attain the highest level possible of oral and written proficiency. Understanding of international francophone culture is strengthened through the use of literary texts, several French films, and Internet activities. These activities help students improve their listening, speaking, reading, and writing skills and provide the basis for spontaneous conversations. Written and oral reports, as well as critical essays, are a significant component of the instructional program. The French IV honors curriculum prepares students for the AP French Literature exam through the reading, discussion, and analysis of short stories, poems, and excerpts from novels written by French-speaking authors from France, Africa, Canada, and the Caribbean.

French V (H)

Open to: Grade 12

Prerequisites: French IV

Two Semester Course

2.5 credits/semester

This course is an appropriate capstone for students completing French IV. This course is for students who have an interest in the French language and the cultures of the French-speaking world. The course is taught entirely in French and students are required to speak French

exclusively in the classroom in order to attain the highest level possible of oral proficiency.

There are several themes emphasized in the course. Students will read, view films, and discuss stories about children of the French-speaking world. In particular, the light-hearted stories about *Le Petit Nicolas* are a focus of the class and will serve as a springboard for student-created dialogues, skits, and short stories. Students will also read about the lives and adventures of children from Quebec, Morocco, and Martinique, as well as other countries.

In addition to films featuring children, the class will explore other contemporary films highlighting the culture of French-speaking countries, and will read current news articles. The language proficiencies of listening, reading, and writing will be continually developed through discussion and writing about the various themes.

Advanced Placement French Language (A)

Open to: Grade 12

***Prerequisites: French IV (AC)
and/or Teacher Recomm***

***Two Semester Course
2.5 credits
Per semester***

This course is an appropriate capstone for students completing French Language IV/Accelerated and is taught at the college-level. Mastery of communication skills is the fundamental goal. Substantial work relating to grammar and to the history, current events, and cultures of the French-speaking world contribute to overall achievement. The successful course participant actively engages in the exclusive use of French in a total immersion environment. The AP Language student is expected to be a competent grammarian and capable of extensive memorization. The scope of the materials used for the course encompasses variety, breadth, and depth in order for the student to understand native speakers, to develop excellent self-expression, and to read for comprehension without dependence on the dictionary.

Following the Advanced Placement French Language curriculum, the course is designed to develop communicative language skills in accordance with the National Standards for Foreign Language Learning. Students enrolled in the course are expected to take the AP French Language examination, which emphasizes proficiency across three communicative modes: interpersonal, interpretive, and presentational. A successful result on the AP French Language exam may allow students to be awarded credit or a course waiver in college.

To prepare for the course, students will complete a thorough grammar review, read a short story and complete associated comprehension and writing exercised before school opens in the fall.

Spanish I (CP)

Open to: Grade 9 - 12

Prerequisites: None

**Two Semester Course
2.5 credits per semester**

This course is for students who are beginning their study of Spanish in high school, or for students who would benefit from a review and reinforcement of Spanish I skills before continuing to Spanish II. All students who have not yet begun the study of a foreign language are encouraged to enroll.

The goals of this course are to develop communicative proficiency in listening, speaking, reading, writing, and culture awareness. Successful students understand how to pronounce Spanish words, to use cognates and context clues to develop basic communication skills, to memorize and retain a wide range of vocabulary words useful for simple language interactions, to recognize and use patterns of grammar that convey meaning, and to develop an awareness of the similarities and differences among the Spanish-speaking cultures of the United States and the Spanish-speaking world.

Students are provided with a variety of materials about high-interest topics and situations found in daily living, with attention given to presenting material using instructional techniques appropriate for a variety of learning styles. Daily preparation, attention to detail, accuracy in spoken and written Spanish, and the application of good study skills are emphasized.

Spanish II (CP), (H)

Open to: Grade 9 - 12

**Prerequisites: Spanish I or
recommendation of Gr. 8 Teacher for (H)**

**Two Semester Course
2.5 credits per semester**

The goals of this course are to cultivate a flexible, relaxed attitude toward meaningful communication in Spanish and to increase awareness about the culture and people of the Hispanic world within the United States and in other nations. Through newly-acquired vocabulary, students are able to express their ideas and opinions in Spanish composition and conversation about a variety of real-life situations. Students learn to

narrate in the present and the past. With this knowledge, students are able to communicate in the language at a functional level.

A solid foundation in listening, speaking, reading and writing abilities in Spanish is provided during the second year of language study. Attention is given to presenting material using techniques appropriate for a variety of learning styles.

The Spanish II honors course is designed to prepare students for a four-year language sequence that culminates with enrollment in the AP Spanish Language course.

Spanish III (CP), (H)

Open to: Grade 10 – 12

Prerequisites: Spanish II

Two Semester Course

2.5 credits per semester

The goals of this course are to cultivate a flexible, relaxed attitude toward meaningful communication in Spanish, while gaining confidence in the creative use of the language and continuing to increase the depth and breadth of awareness concerning the cultures of other people with whom we share the world.

Students will learn to read with greater facility and with greater understanding than in Spanish II. They will read skill-appropriate authentic literary texts, such as short stories and legends, and will learn to both discuss and write about these works in the target language. They will continue to expand their vocabulary, with increased emphasis on idiomatic expression and on polishing oral and written communication skills. Students will develop the ability to hold sustained conversations and demonstrate a concrete understanding of the tenses and how to use them with respect to the rigorous demands of daily life. Attention is given to presenting material using techniques appropriate for a variety of learning styles.

The Spanish III honors curriculum is designed to reinforce and extend the skills that will prepare the learner for Spanish IV honors and AP Spanish Language.

Spanish IV (CP), (H)

Open to: Grade 11 - 12

Prerequisites: Spanish III

Two Semester Course

2.5 credits per semester

The goals of this course are to communicate ideas of a non-technical nature clearly and confidently; to comprehend the essential points of discussion in presentations that use standard Spanish; to read with

comprehension most forms of non-technical prose in Spanish; and to express in writing, in a sequential manner, complex ideas using simple language.

Students will develop confidence in the use of Spanish as well as an understanding of the similarities, differences, and culturally-determined behaviors of Spanish speakers. Attention is given to presenting material using techniques appropriate for a variety of learning styles.

Students are expected to use Spanish during all class activities and they must be able to read independently in Spanish.

The Spanish IV honors curriculum is designed to reinforce and extend the skills that will prepare the learner for enrollment in AP Spanish Language.

Spanish V (H)

Open to: Grade 12

Prerequisites: Spanish IV

***Two Semester Course
2.5 credits per semester***

Spanish V serves as an appropriate course for all Spanish IV students who have an interest in the language and culture of the Spanish-speaking world. The course encourages creative expression in Spanish. Students in Spanish V are expected to communicate in Spanish in order to explore and discuss the world today, as well as the history of the Spanish-speaking world.

Students integrate their high school language learning experiences to make connections between the language and culture studied and international affairs, career paths and other disciplines. Attention is given to presenting material using techniques appropriate for a variety of learning styles. Students will refine their language skills as they explore current events, popular culture, literature, film, and art in order to gain insights into the culture of various countries.

Accelerated Spanish Language IV

Open to: Grade 11 &12

***Prerequisites: Spanish III (H)
and/or Teacher Recommendation***

***Two Semester Course
2.5 credits per semester***

The Spanish Language IV/Accelerated course is the first part of a two-year sequence designed for students with a genuine drive to learn the

Spanish language at an accelerated pace. Students complete this sequence by taking AP Spanish Language in Grade 12. Mastery of advanced grammar, understanding of syntax and the acquisition of a wide variety of vocabulary are the fundamental goals of this college-level course. Material presented will be primarily based on printed texts and audio sources. Students should expect to become competent grammarians and to grow comfortable discussing a wide variety of topics in the target language only.

Students enrolled in the course should understand the nature of this two-year design, intended to offer adequate practice with the many facets of the Spanish language. Those enrolled are expected to commit to both years of the program, which culminates with AP Spanish Examination during their senior year.

Advanced Placement Spanish Language (AP)

Open to: Grade 12

**Prerequisites: Spanish IV/(AC)
and/or Teacher Recomm.**

Two Semester Course

2.5 credits per semester

This course is an appropriate capstone for students completing Spanish Language IV Accelerated, and is taught at a college-level. Mastery of communication skills is the fundamental goal. Substantial work relating to grammar and to the history, current events, and cultures of Spanish-speaking countries contribute to overall achievement. The successful course participant actively engages in the exclusive use of Spanish in a total immersion environment. The AP Language student is expected to be a competent grammarian and capable of extensive memorization. The scope of the materials used for the course encompasses variety, breadth, and depth in order for the student to understand native speakers, to develop excellent self-expression, and to read for comprehension without dependence on the dictionary.

Following the Advanced Placement Spanish Language curriculum, the course is designed to develop communicative language skills in accordance with the National Standards for Foreign Language Learning. Students enrolled in the course are expected to take the AP Spanish Language examination, which emphasizes proficiency across three communicative modes: interpersonal, interpretive, and presentational. A successful result on the AP Spanish Language exam may allow students to be awarded credit or a course waiver in college.

To prepare for the course, students will complete a thorough grammar review, read a short story and complete associated comprehension and writing exercises before school opens in the fall.

Honors Latin and Greek I (H)**Open to: Grades 9 - 12****Prerequisites: None****Two Semester Course
2.5 credits per semester**

This course is intended for all students interested in developing the skills necessary for reading Latin and Ancient Greek literature. The objective of the course is a thorough understanding of the basic grammatical patterns of Latin and Greek literature, the development of a strong vocabulary base, and an ability to read short stories in Latin and Ancient Greek. The history and mythology of classical Rome and Greece are emphasized. Careful nightly preparation is expected for the written exercises.

Honors Latin and Greek II (H)**Open to: Grades 10 - 12****Prerequisites: Latin and Greek I (H)****Two Semester Course
2.5 credits per semester**

This course continues to develop in the student an appreciation of Greco-Roman civilization including its history, everyday life and important writers. Students are challenged with more complex reading selections and grammar. The study of English words derived from Greek and Latin roots, as well as Latin expressions used frequently in English, are an important part of the class.

Honors Latin and Greek III (H)**Open to: Grades 11 - 12****Prerequisites: Latin and Greek II (H)****Two Semester Course
2.5 credits per semester**

This course introduces students to major works of Greek and Latin literature. The learner will read short prose texts, plays, and poetry in Attic Greek and Classical Latin. Emphasis will be placed upon the influence of these works on the literature of modern western languages and on western thought.

Honors Latin and Greek IV (H)**Open to: Grade 12****Prerequisites: Latin and Greek III (H)****Two Semester Course
2.5 credits per semester**

This course presents students with the advanced grammatical structures and vocabulary necessary for reading high level literary texts in Latin and Ancient Greek. They will gain access to more complex readings by authentic Latin authors such as Vergil, Catullus, and Ovid. In Greek they will explore the writings of famous Greek historians, philosophers, and playwrights such as Herodotus, Plato, and Euripide. Special attention will be paid to meter, figures of speech, and the influence of these authors on the literature and philosophy of western civilization.

HISTORY & SOCIAL SCIENCES DEPARTMENT

The principal mission of the History & Social Sciences department is to prepare students to be informed citizens of the school, the community, the nation, and the world. In order to realize this goal, the department offers a broad range of courses in world and United States history, culture, current events, economics, government, and the social sciences. Within the content of these courses, the department seeks to promote cultural literacy, the free exchange of ideas, cooperation, multiple perspectives, and mutual understanding. Use of appropriate technology is encouraged at all levels.

Course Sequence

Grade 9 Modern World History *

Grade 10 U.S. History & Government Part I OR AP US History Part I *

Grade 11 U.S. History & Government Part II OR AP US History Part II**

Grade 12 Electives

* The elective “Time to Think” can be pursued in addition to the grade 9 and 10 core courses.

** Most electives are open to Grade 11 and can be pursued in addition to the grade 11 core course.

Modern World History (C2), (H)

Open to: Grade 9

Prerequisites: None

**Two Semester Course
2.5 credits per semester**

In Modern World History, students study the emergence of modern ideas during the Scientific Revolution and Enlightenment Period. These new ideas led to major political, economic, and social revolutions in the Western societies. The Industrial Revolution took root in Europe, which led to a shift in the balance of power between nations. New Imperialism and two World Wars followed as nations competed for greater power, prestige, and resources. The results led to a Cold War that polarized the world for the next 50 years. During this time, former colonies and new nations struggled to create independent identities and maintain internal stability.

Students are required to analyze primary source selections, and to sharpen geography skills through the use of maps, charts, and graphs.

Instructional materials are chosen consistent with ability level, and instructional techniques are differentiated. Written work, research projects, and oral presentations are appropriate for each level with more responsibility placed upon the students in higher-level classes.

U.S. History and Government (CP), (H)

Open to: Grade 10

Prerequisites: Modern World History

**Two Semester Course
2.5 credits per semester**

This course surveys U.S. History and Government from 1763-1900. Topics such as the origins of American Government and the Constitution, the Early National Period, the Civil War and Reconstruction, Westward Expansion, and Industrialization are studied. The continuous development of the powers and responsibilities of the three branches of the national government are included throughout the course. Students read primary source selections, and sharpen geography skills through the use of maps, charts, and graphs. Besides the textbook, a variety of materials are chosen consistent with ability level of the various groupings, and instructional techniques are differentiated. Written work, research projects, and oral presentations are appropriate for each level with more responsibility placed upon the students in higher-level classes.

Accelerated U.S. History and Government (AC)

Open to: Grade 10

**Prerequisites: Modern World Hist. (H) and
Teacher Rec.**

**Two Semester Course
2.5 credits per
semester**

The first part of a two-year sequence, this course is taught at a college level and follows the Advanced Placement U.S. History curriculum. Students will be prepared to take the Advanced Placement U.S. History Examination in May of their junior year, which may allow them to be awarded credit or a course waiver in college. The course covers a broad range of topics at a rigorous pace, from colonial origins through the end of the nineteenth century. The continuous development of the powers and responsibilities of the 3 branches of the national government are emphasized throughout the course. Students are required to read a college text and a variety of supplementary materials including documents, historical novels, and the writings of major historians on the American experience. Timed essays are written regularly, and class time is spent largely on sophisticated analysis. To prepare for the course, students will have to read chapters 1 and 2 in the class text *The American People* before school opens in the fall.

U.S. History and Government (CP), (H)**Open to: Grade 11****Prerequisites: US History & Government,
Part I****Two Semester Course
2.5 credits per semester**

This course surveys U.S. History and Government from 1900 – Present. Topics such as the rise of the U.S. as a World Power, World War I, the Roaring 20's, the Great Depression, World War II, the Cold War, Minority Rights Movements, Vietnam, and contemporary issues are studied. The continuous development of the powers and responsibilities of the three branches of the national government are included throughout the course, and a local government project is assigned. Students frequently read primary sources, and sharpen geography skills through the use of maps, charts, and graphs. Besides the textbook, a variety of materials are chosen consistent with ability level, and instructional techniques are differentiated. Written work, research projects, and oral presentations are appropriate for each level, with more responsibility placed upon the students in higher-level classes.

Advanced Placement U.S. History (A)**Open to: Grade 11****Prerequisites: Accelerated US History
or US History & Gov't and Teacher rec.****Two Semester Course
2.5 credits per semester**

The second part of a two-year sequence, this course is taught at a college level and follows the Advanced Placement U.S. History curriculum. Students will be prepared to take the Advanced Placement U.S. History Examination in May, which may allow them to be awarded credit or a course waiver in college. The course covers a broad range of topics from 1900 through the present. In preparation for the AP Test, the course also reviews content from the colonial origins of the U.S. through the end of the 19th Century. The continuous development of the powers and responsibilities of the 3 branches of the national government are included throughout the course, and an extensive Local Government Project is assigned. Due to the vast amount of material that must be covered, the pace is very rigorous. Students are required to read a college text and a variety of supplementary materials including documents, historical novels, and the writings of major historians on the American experience. Timed essays are written regularly, and class time is spent largely on sophisticated analysis. To prepare for the course, students will have to read *The Jungle* by Upton Sinclair before school opens in the fall. Those students moving from US History and Government I to AP US History will also have to read chapters 1 - 7 in *The American People*.

Advanced Placement Art History (A)**Open to: Grades 11 - 12****Prerequisites: None****Two Semester Course
2.5 credits per semester**

This two semester elective course begins with Prehistoric cave paintings and ends with contemporary Pop Art. Through Powerpoint presentations and virtual museum tours, students will study thousands of art masterpieces and their masters in a chronological sequence. By the end of the course, students will be able to identify hundreds of works of art and styles of architecture and have a greater appreciation for many different cultures and their art. Students will also gain an understanding of why people create art and how it reflects what is going on at the time in that culture. In addition to being fun and interesting this course also prepares students for the AP Art History Exam.

Contemporary Global Issues (CP)**Open to: Grades 11 - 12****Prerequisites: None****Semester Course
2.5 credits**

This political science course is designed to explore some of the critical issues of the modern world which will prepare students for living in the 21st Century. Themes of study include the concept of globalization, natural resources and environmental issues, global conflict, including terrorism, concluding with realistic solutions for peace. Students will also engage in a research project on a relevant topic of their choosing. Course work includes analysis and synthesis of current literature from prominent political scientists, news commentaries and other qualified sources. Students are encouraged to express informed opinions through class and electronic discussions.

Advanced Placement U.S. Government and Politics (A)**Open to: Grade 12****Prerequisites: AP US History
and/or Teacher Rec.****Two Semester Course
2.5 credits per semester**

Advanced Placement U.S. Government and Politics is a college-level course open to seniors. The course prepares students to take an Advanced Placement test in U.S. Government & Politics, which may allow them to be awarded credit or a course waiver in college. Course topics include the constitutional underpinnings of United States Government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, civil rights and civil liberties. To prepare for the course, students will have to read one title before school opens in the fall. A great deal of emphasis is placed on student initiative and scholarship.

Economics (CP), (H)
Open to: Grades 11-12
Prerequisites: None

Semester Course
2.5 credits

In this course, students will be introduced to the basic principles of economics. Some topic areas include scarcity, supply and demand, market structures and business organization, money and banking, investments and the stock market, government and the economy, and the global economy. The course objective is to give students a better understanding of the economic problems faced today and to prepare them for the further study of economics and/or business.

Facing History and Ourselves (Exploration of the Holocaust and other events in History) (CP)

Open to: Grades 11-12
Prerequisites: None

Semester Course
2.5 credits

Facing History and Ourselves is a course that uses The Holocaust, the attempt by the Nazis to exterminate the Jews of Europe during World War II, as a case study to explore the social systems, psychology, economics and history that are the causes of such events. The course also explores issues of individual choice and responsibility, the American Eugenics Movement, the Rwandan Genocide in 1994, and what it means to be a victim, perpetrator, resister, and bystander. There are short nightly readings, frequent journal writing and essays. Classes are highly participatory with daily discussions based on readings.

Advanced Placement World History (A)
Open to: Grades 11, & 12
Prerequisites: Honors History and/or Teacher recommendation

Two Semester Course
2.5 credits/semester

Advanced Placement World History covers the period from 8000 BCE to the present. This college-level course, offered through the Advanced Placement Program, is designed to help students develop greater understanding of the evolution of global processes and contacts, and the interactions between different types of human societies. Understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills.

The course is divided into five units: Rome, Han, and Gupta Empires; Rise and Spread of Islam and Fall of Classical Civilizations; Columbian and Hemispheratic Exchange; Imperialism and Colonialism; and World War I, World War II, and Globalization.

Students will be prepared to take the Advanced Placement World History Examination in May, which may allow them to be awarded credit or a course waiver in college. A great deal of emphasis is placed upon student initiative and scholarship. Outside readings from primary and secondary sources and numerous short papers are assigned; classroom participation is a must.

To prepare for the course, students will have to read *Guns, Germs and Steel* by Jared Diamond before school opens in the fall.

Advanced Placement Psychology (A)

Open to: Grades 12

Two Semester Course

Prerequisites: Teacher Recommendation 2.5 credits per semester

Advanced Placement Psychology is designed to replicate a college introductory psychology class. Students will be prepared to take the Advanced Placement Psychology Examination in May, which may allow them to be awarded credit or a course waiver in college. **The expectation for students is that they will take the advanced placement examination, administered in May.** Topics include: Research Methodology; The Biological Foundations of Behavior; Sensation and Perception; States of Consciousness; Learning Theory; Memory; Thought and Language; Developmental Psychology; Motivation and Emotion; Personality Theory; Assessment and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; and Social Psychology.

A student who envisions taking AP Psychology should NOT take the Introductory Psychology (CP) course.

Introductory Psychology (CP)

Open to: Grades 11-12

Semester Course

Prerequisites: None

2.5 credits

In this course students explore the systematic study of human behavior and mental processes. Students are encouraged to actively participate on a daily basis; it is a discussion and demonstration based course. Topics include: the biological foundations of behavior; sensation and perception; states of consciousness; learning theory; memory; thought and language; developmental psychology; motivation and emotion; personality theory; intelligence and assessment; abnormal psychology; treatment of psychological disorders; and, social psychology. Time permitting, students may also examine elements of sports psychology, industrial and organizational psychology and other selected topics. Students will also learn how psychologists and other social scientists do their work.

Students planning on taking AP Psychology should NOT enroll in this course.

Sociology (CP)**Open to: Grades 11-12****Semester Course****Prerequisites: None****2.5 credits**

In this course students undertake the systematic study of human society and social interaction. This is a discussion and demonstration driven course that continually invites active student participation. Topics include: the study of cultural differences and commonalities; the study of groups, organizations and bureaucracies; education from a sociological perspective; gender and aging from a sociological perspective; deviance and crime; social class systems and stratification; the sociology of war, genocide and peace, and other selected topics. Students also learn how sociologists and other social scientists do their work.

Time to Think - Human Judgment, Reasoning, and Decision-Making (H)**Open to: Grades 9-11****Semester Course****Prerequisites: Teacher Recommendation****2.5 credits**

At a time when informed critical thinking is more important than ever, it seems essential to set aside some regular time to think. This course will combine elements of *Philosophy, Cognitive Psychology, Critical and Creative Thinking, Logic and Debate* to explore what sound thinking is, and isn't. The course is designed to have academic applications across disciplines, and to empower students to be more engaged, reflective, and thoughtful citizens.

Clear expression of one's ideas, both verbally and in writing, is a major component of the course. This elective is designed for students who actively want to improve and refine those skills.

MATHEMATICS DEPARTMENT

The goal of the Mathematics Department is to build mathematical competence in its students. This is achieved by providing course offerings that develop a deep understanding of mathematics and actively engage all students in doing meaningful mathematics, discussing mathematical ideas, and applying mathematics to real-world problems. The habits of problem solving, communicating, reasoning and proof, making connections, and using representations and mathematical models are emphasized in each of the courses. Students who have completed Algebra I in the eighth grade are placed in geometry; students who have completed some Algebra in the eighth grade are placed in Algebra I. All students are required to take three years of mathematics, but the department and most colleges highly recommend that students take four years of mathematics. Students in all high school mathematics courses are required to have a graphing calculator. Texas Instruments® graphing calculators are used regularly in mathematics classes. Therefore, students who have not purchased a graphing calculator are encouraged to purchase the TI-84 or TI-84+. Teachers encourage students to use their calculators for the purpose of uncovering patterns, analyzing data or graphs, for formulating rules, and for long calculations that are secondary to the topic being discussed. Teachers discourage repeated reliance on calculators for elementary computations. Students are expected to use their calculators appropriately and to be able to judge the reasonableness of their calculator-generated answers.

Algebra I (CP)

Open to: Grade 9

Two Semester Course

Prerequisites: None

2.5 credits per semester

This Algebra I course is designed to build upon the skills learned in eighth grade pre-algebra. Upon completion of this course, the student will understand ways of representing numbers, relationships among numbers, number systems, the meanings of operations and how they relate to one another. Students will be able to compute fluently and make reasonable estimates; understand patterns, relations, and functions; represent and analyze mathematical situations and structures using algebraic symbols; use mathematical models to represent and understand quantitative relationships; analyze change in various contexts; formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability.

Geometry (CP), (H)**Open to: Grade 9 - 10****Prerequisites: Algebra I****Two Semester Course
2.5 credits per semester**

Topics covered in all geometry courses are deductive and inductive reasoning, perpendicular and parallel lines, constructions, symmetry, congruency, similarity, and measurement (including area and volume). All plane and solid figures are included. Upon completion of this course, the student will be able to analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships; specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; use visualization, spatial reasoning, and geometric modeling to solve problems; understand measurable attributes of objects and the units, systems, and processes of measurement; and apply appropriate techniques, tools, and formulas to determine measurements.

Note: Geometry and Algebra II may be taken concurrently.

This course is offered in both one-to-one and hybrid formats.

Algebra II (CP), (H)**Open to: Grade 10 - 11****Prerequisites: Algebra I****Two Semester Course
2.5 credits per semester**

This second year course explores algebra from a graphing perspective. Upon completion of this course, the student will understand numbers, ways of representing numbers, relationships among numbers, and number systems; understand meanings of operations and how they relate to one another; compute fluently and make reasonable estimates; understand patterns, relations, and functions; represent and analyze mathematical situations and structures using algebraic symbols; use mathematical models to represent and analyze mathematical situations and structures using algebraic symbols; use mathematical models to represent and understand quantitative relationships; analyze change in various context; specify locations and describe spatial relationships using coordinate geometry and other representational systems; formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability.

Note: Geometry and Algebra II may be taken concurrently.

Pre-Calculus (CP), (H)**Open to: Grade 11 - 12****Prerequisites: Algebra II and Geometry****Two Semester Course
2.5 credits per semester**

This advanced course will thoroughly cover functions and trigonometry in preparing students for future studies in calculus. This course is approached from a graphing perspective. The student will explore polynomial, rational, exponential, logarithmic, and trigonometric functions in great depth. Topics in probability and statistics (as well as limits and derivative rules, in honors) will complete the course. Polar coordinates, polar graphs, and vector analysis may be discussed, time permitting.

Applied Mathematics with Financial Literacy (CP)**Open to: Grade 11-12****Prerequisites: Algebra 2 and Geometry****Year-Long Course
2.5 credits**

This course is designed to engage students in the authentic use of mathematics and mathematical reasoning as applied to a variety of careers and to making sound decisions in the management of personal finances. Based on the 21st century skills strand of *financial literacy*, students will study logic, statistical analysis, probability, and advanced algebra as it relates to income, budgeting, banking, debt and investments, insurance, and the operation of a small business. They will explore case studies and engage in projects related to the stock market and other real-life applications. Technology, such as spreadsheets, presentations, and business management software, will be integrated throughout the course.

This course may be taken as a follow-up to Pre-Calculus or in lieu of Pre-Calculus.

Honors Calculus (H)**Open to: Grade 12****Prerequisites: Algebra II & Pre-Calculus
and/or Teacher Recom.****Two Semester Course
2.5 credits per semester**

Key topics in this course include: analysis of graphs, limits of functions, asymptotic and unbound behavior, continuity, the concept of a derivative, the derivative at a point, the derivative as a function, second derivatives, applications of derivatives, and the computation of derivatives, interpretations and properties of definite integrals, applications of integrals, the Fundamental Theorem of Calculus, techniques of anti-differentiation, applications of anti-differentiation, and numerical approximations to definite integrals.

Advanced Placement Calculus AB (A)**Open to: Grade 12****Prerequisites: Algebra II & Pre-Calculus
and/or Teacher Recom.****Two Semester Course
2.5 credits per semester**

This course will prepare students to take the Advanced Placement Calculus AB Examination in May, which may allow them to be awarded credit or a course waiver in college. The material covered in this course is the Calculus AB curriculum published by The College Board. The basic ideas of differential and integral calculus are developed. Work is assigned for the student to do during the summer before s/he takes the course.

Advanced Placement Calculus BC (A)**Open to: Grade 12****Prerequisites: Pre-Calculus and/or
recommendation of Pre-Calculus Teacher****Two Semester Course
2.5 credits per semester**

This high-level course will prepare students to take the Advanced Placement Calculus BC Examination in May, which may allow them to be awarded credit or a course waiver in college. The material covered in this course is the Calculus BC curriculum published by The College Board. It is more extensive than the AB course. The student contemplating a career in engineering or mathematics will find this course an essential preparation. The basic ideas of differential and integral calculus will be developed. Work is assigned for the student to do during the summer before s/he takes the course.

Advanced Placement Statistics (A)**Open to: Grades 11 - 12****Prerequisites: Algebra II and/or Teacher
Recommendation****Two Semester Course
2.5 credits per semester**

The purpose of this statistics courses is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. In this full year course, students learn to organize data, compute measures of central tendency, study elementary probability theory, and use random variables with binomial, Poisson, and standard distributions. The student later concentrates on inferential statistics. The student learns sampling principles and how to apply various tests to determine validity of the samples and implications to the entire population. Hypothesis testing, including t-tests, chi-square tests, and analysis of variance will also be covered. The course concludes with a section on nonparametric statistics.

Statistics I (CP), (H)**Open to: Grade 11-12****Prerequisites: Algebra II****Semester Course****2.5 credits**

In this course, students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students learn methods for gathering and summarizing data, computing measures of central tendency and variation, and making inferences about a population. Students also study elementary probability theory and use random variables with binomial and normal distributions. At the end of the semester, students design, implement, and present a statistically-based research project.

Statistics II (H)**Open to: Grade 11-12****Prerequisites: Statistics I****Semester Course****2.5 credits**

This second course in statistics will concentrate on inferential statistics. The student will learn sampling principles and how to apply various tests to determine validity of the samples and implications to the entire population. Hypothesis testing, including t-tests, chi-square tests, and analysis of variance will also be covered. The course will conclude with a section on nonparametric statistics.

Logic (CP)**Open to: Grade 11-12****Prerequisites: Algebra II****Semester Course****2.5 credits**

This course is intended for all high school students who have completed Algebra II and wish to take a mathematics elective. Using problems, games, and simulations, students learn and apply a variety of problem solving strategies. Topics include deductive reasoning, diagrams, matrix logic, unit analysis, modeling, and eliminating possibilities. Students are able to evaluate statements using truth tables, write mathematical proofs, and create logical, sound arguments. Students work in groups to apply logic concepts and arguments to other disciplines, such as literature, law, and history.

Music Department

The Music Department offers students the opportunity to express themselves through music performance. In the classroom and in the rehearsal hall, students develop skills, techniques, and knowledge, which foster their musical, intellectual, emotional, and physical growth.

Classes are offered for the instrumentalist, and the vocalist. The course offerings provide opportunities to increase musical proficiency on an instrument or voice through solo and group performance and to experience music as a form of expression. Several co-curricular activities provide enriching performance opportunities for all students.

Concert Band

***Open to: Grade 9 – 12 By Audition Only Two Semester Course
Students who have previously been in Concert Band do not need to audition. All other students must audition for placement in the group. Positions are limited by instrumentation.***

Concert Band is a group of the most advanced wind and percussion students performing the highest quality literature for the wind band medium. The group is comprised 9th – 12th grade students who have been selected for the group by audition. The instrumentation of the group is limited to achieve balanced instrumentation. Emphasis is on the development of individual and ensemble musicianship and performance skills through the study of fine literature. Private instrumental lessons are highly recommended. Performances may include evening concerts, exchange concerts, festivals, community events, and parades. In the fall, the Concert Band will combine with the Repertory Band for performances at all home football games as a “Pep Band”. Members are required to attend all band performances and rehearsals. Unexcused absence from performances or extra rehearsals will result in a lowered or failing grade and/or dismissal from the organization. Self and teacher assessments will be given on a regular basis.

Repertory Band

***Open to: Grades 9 - 12 Two Semester Course
Prerequisites: Ability to play a band instrument 2.5 credits/semester***

The Repertory Band provides an opportunity for all wind and percussion players to study and enjoy music through the performance of a wide variety of wind band literature. In Repertory Band, students concentrate on the intensive study of an instrument. Students are highly encouraged to take private lessons to further develop their instrumental skills.

Performances may include evening concerts, exchange concerts, festivals, community events, and parades. The Repertory Band will combine with the Concert Band in the fall in order to perform at all home football games as a “Pep Band”. Members are required to attend all band performances and rehearsals. Unexcused absence from performances or extra rehearsals will result in a lowered or failing grade and/or dismissal from the organization. Self and teacher assessments will be given on a regular basis.

String Ensemble

Open to: Grades 9 - 12

Two Semester Course

Prerequisites: Ability to play an orchestral Instrument ***2.5 credits/ semester***

The String Ensemble provides an opportunity for all string instrument players to study and enjoy music through the performance of a wide variety of orchestral literature. In String Ensemble, students concentrate on the intensive study of violin, viola, cello or bass. Students are highly encouraged to take private lessons to further develop their instrumental skills. In addition to regular in school rehearsals, students may be required to attend some after school rehearsals. Performances may include evening concerts, festivals, and community events. Members are required to attend all String Ensemble performances and rehearsals. Unexcused absences from performances or extra rehearsals will result in a lowered or failing grade and/or dismissal from the organization. Self and teacher assessments will be given on a regular basis.

High School Chorus

Open to: Grade 9 – 12

Two Semester Course

Prerequisites: None

2.5 Credits per Semester

The chorus provides an opportunity for the study and the enjoyment of choral music through a broad repertoire. Students develop their music reading skills, music literacy, and vocal techniques through the study of choral literature and group coaching. The chorus performs at a winter holiday concert, a spring concert and a spring pops concert. Additional performances may be added. The group may also perform at state and national festivals. This is a performance-based class, and attendance at all performances is mandatory. Unexcused absences from performances or extra rehearsals may result in a lowered or failing grade. No previous choral or musical training is necessary

Music Theory I**Open to: Grade 9 - 12****Prerequisites: None****Semester Course****2.5 Credits**

This course is designed to give students the opportunity to be involved in music on a nonperformance basis. The students concentrate on learning the basics of music theory, notation, scales, keys, composition, and part writing. Electronic keyboards and computers are introduced and used as a creative tool in aiding composition and notation. No prior musical experience is necessary.

The Birth of Jazz and Rock**Open to: Grade 9 - 12****Prerequisites: None****Semester Course****2.5 Credits**

Have you ever been curious about the origins of rock or jazz? This course is a survey of popular music in America presented through recordings and historical performance videos. Students discover and hear the great artists of these musical styles. A large portion of time is spent analyzing music and its effects on popular culture. There is a significant writing component. No musical experience is necessary.

Acoustic Guitar Workshop**Open to: Grade 9 - 12****Prerequisites: Music Teacher's Approval****Semester Course****2.5 Credits**

This introductory course is designed for students who have no experience in guitar. Basic strum patterns, chords, progressions, and note reading are studied. Basic music theory and notation are covered as part of the curriculum. If you currently play guitar, approval from the music staff is required.

Note: Students must provide their own acoustic guitar.

SCIENCE DEPARTMENT

The curriculum choices offered by the Science department are designed to accommodate the wide range of needs and interests of our students. This would include those students who intend to pursue the sciences as career choices as well as those who are looking to satisfy a curiosity of the world around them. We offer students a variety of courses, including Advanced Placement courses in all the major disciplines and an array of courses dealing with the world in which we live. To graduate, all students are required to complete two years (four semesters) in science;

however, the department and most colleges highly recommend that students complete three to four years (six to eight semesters) of science. In helping students achieve a well-balanced science education, the department provides a core curriculum of introductory chemistry and physics and a year of biology, as well as a wide range of electives. Computer-based experiments, dissection, inquiry-based laboratories, and independent science projects offer students vast opportunities for scientific exploration.

Grade Course Sequence- all levels

Grade 9 Introduction to Chemistry and Physics

Grade 10 Biology

Grades 11 & 12* Chemistry, Physics, or Electives

*Electives: Zoology, Anatomy and Physiology, Forensics, Earth Science and the Environment, Engineering and Technology, Ecology.

Introduction to Chemistry (C2), (H)

Open to: Grade 9

Prerequisites: Algebra I for (H)

Semester Course

2.5 credits

Students of introductory chemistry study the fundamental concepts of chemistry. Laboratory investigations rely on qualitative and quantitative analysis to develop a conceptual understanding of chemistry. Laboratory skills are developed using traditional lab equipment and computer probes. Inquiry-based laboratory instruction requires students to be independent learners who can create experiments with minimal direction from the instructor. Topics include measurement, general properties and characteristics of matter, atomic structure, the periodic table, bonding, reactions, and solutions.

Introduction to Physics (C2), (H)

Open to: Grade 9

Prerequisites: Algebra I for (H)

Semester Course

2.5 credits

Students of introductory physics study the fundamental concepts of physics. Laboratory investigations use qualitative and quantitative analysis to develop a conceptual understanding of physical phenomenon. Laboratory skills are developed using traditional lab equipment and computer probes. Inquiry-based laboratory instruction requires students to be independent learners who can create experiments with minimal

direction from the instructor. Mathematical representations of scientific relationships are used in the development of problem solving techniques. Topics include measurement, motion, forces, thermal energy, work and energy, electricity, magnetism, and waves.

Biology (C2), (H)

Open to: Grade 10

**6 periods per cycle - Two
Semester Course**

3.0 Credits

**Prerequisites: Intro to
Chemistry, Intro to Physics**

Students will study and gain an appreciation for various fields related to the biological sciences through curriculum developed and aligned with the Massachusetts State Frameworks. Throughout the course, students will engage in scientific inquiry through experimentation and lab work, see the relevance of Biology to their daily lives, and explore how the living organism is important in the world today at the molecular, cellular, and ecological levels. Careful attention throughout the course is given to the themes of genetics, evolution, growth and development, and ecology, with specific emphasis paid on man's relation to the surrounding world. Students will be required to participate in a cumulative project at the end of the year and take the Science MCAS test in Biology. A passing score on this test is required for graduation.

Advanced Placement Biology (A)

Open to: Grade 10 - 12 7 periods per cycle - Two Semester Course

**Prerequisites: Intro to Chemistry (H), Intro
to Physics (H), Geometry (H),
and/or teacher recommendation**

3.5 credits/semester

AP Biology is designed to be the equivalent of a first-year college biology course. It prepares students to take the Advanced Placement Biology Examination. Successful completion of this test may result in a credit or course waiver in college. One of the major goals of this course is to enable students to understand that science is a process of problem solving and discovery, as well as a body of systematic knowledge. Students will perform descriptive and experimental laboratory exercises that will provide them with opportunities to learn a variety of skills and apply facts and concepts of biology presented in their readings, lectures, and discussions. Molecules and Cells, Heredity and Evolution, and Organisms and Populations are themes addressed throughout the course. To prepare for the course, students will be expected to read a relevant novel as chosen by the teacher, as well as selected chapters in the textbook, before the opening of school in the fall.

Chemistry (C2), (H)**Open to: Grade 11 - 12 6 periods per cycle Two Semester Course****Prerequisites: Intro to Chemistry, 3.0 credits/semester
Intro to Physics, Algebra II and Geometry**

Students explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include measurement, atomic structure, electron configuration, the periodic table, bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium and acids and bases. Students in honors chemistry will also study thermochemistry and electrochemistry. The honors chemistry curriculum covers each topic in more depth with a greater emphasis on quantitative relationships. Students enrolling in the honors level should have strong analytical skills and a solid foundation in mathematics.

Advanced Placement Chemistry (A)**Open to: Grade 11 - 12****7 periods per cycle - Two Semester Course****Prerequisites: Intro to Chemistry (H), Algebra II (H), and/or teacher recommendation****3.5 credits per semester**

Advanced Placement Chemistry is designed to be the equivalent of the general course usually taken during the first college year. Due to the complexity of the problems, students enrolled in AP Chemistry need outstanding math skills. There is a significant lab component to the course. It is assumed that students will spend at least five hours a week in unsupervised individual study. Topics covered include: structure of matter, states of matter, reactions, equilibrium, kinetics, thermodynamics and descriptive chemistry. To prepare for the course, students are expected to complete a review packet on atomic structure, electron configuration, and the periodic table before the opening of school in the fall.

Conceptual Physics (C2)**Open to: Grade 11 - 12****Two Semester Course****Prerequisites: Algebra and/or Geometry 2.5 credits per semester**

Students explore concepts in physics through lecture, demonstrations, lab explorations, and Internet activities. Applications of these concepts enable them to understand the physical phenomena we experience everyday. Although the topics introduced in this course are discussed on a conceptual basis, a solid understanding of basic algebra and geometry

is required. Subjects include motion, forces, energy, buoyancy, heat, optics, waves, sound, electricity, magnetism, and nuclear science. Experiments and demonstrations will serve as an important reinforcement to studied concepts.

Honors Physics (H)

Open to: Grade 11- 12 6 periods per cycle - Two Semester Course

Prerequisites: Algebra II 3.0 credits per semester

Honors Physics introduces the student to the topics of mechanics, waves, heat, electricity, and magnetism. The basics of trigonometry are applied within the framework of the course. A combination of lecture, problem solving and laboratory work form the bulk of the course. Since problem solving is a major component of the course, a solid foundation in Algebra II and geometry is required. Whenever possible, the course stresses the application of physics in today's technology and everyday life.

This course is also offered in online format

Advanced Placement Physics (A)

Open to: Grade 12

7 periods per cycle - Two

Semester Course

**Prerequisites: Pre-Calculus,
Chemistry**

3.5 credits per semester

and/or Teacher Recommendation

AP Physics investigates the areas of mechanics, fluids, optics, wave theory, sound, electricity, magnetism, nuclear science and modern physics to a depth that will qualify students to take the Advanced Placement Physics-B Examination. Successful completion of this test may result in credit or a waiver in college. Physical phenomena are described and represented in terms of mathematical relationships and equations. Applying concepts of physics and math to solve problems is a major component of the course. A strong background in mathematics is required.

Earth Science and the Environment (C2)

Open to: Grades 11 - 12

Two Semester Course

Prerequisites: None

2.5 credits per semester

The course studies the origin, structure, and physical phenomena of the earth. Earth science gives students the chance to apply their learning in the physical and life sciences to the physical environment. The four major systems of the earth (i.e. geosphere, hydrosphere, atmosphere, and biosphere) are introduced. Students learn how the interaction of these

systems affects both living and nonliving things. In addition to the organization of the earth's systems, topics include space, weather, geologic time, stratification, plate tectonics, heat transfer, natural processes and cycles, geology, soil, water, and energy. Environmental issues (e.g. technology, overpopulation, pollution, etc) will be used to solidify the connection among humans, living things, and the physical environment.

Advanced Placement Environmental Science (A)

Open to: Grades 11 - 12

7 periods per cycle – Two Semester Course

Prerequisites: Biology and either Chem. or Physics

3.5 credits per semester

By the interdisciplinary nature of the topics and their relevance to current events, this course appeals to a wide range of students who have interests in the nature and the environment, science and engineering, and social sciences, law, economics, technology, literature, and drama. Students examine the interrelationships within the natural world, identify and analyze environmental problems, both natural and human-made, evaluate relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Through laboratory work, readings, and quarterly group projects, students will prepare to take the Advanced Placement® Environmental Science Examination.

Anatomy & Physiology (C2), (H)

Open to: Grades 11 - 12

Two Semester Course

Prerequisites: Biology

2.5 credits per semester

This course is designed to explore the relationship between structure and function in the human body. Initial understanding of cells and tissues will give the students the background necessary to explore this relationship while they investigate the eleven systems of the human body. In addition to classroom exercises and laboratories, dissection, independent and group research projects, focused internet-based coursework and essays will be used throughout the course.

Engineering and Technology (C2)

Open to: Grades 10 - 12

Two Semester Course

Prerequisites: Physical Science and/or Teacher Recom. 2.5 credits Per semester

Students learn the origins and principles of robotics, the fundamentals of project team organization and function, and the basic fundamentals of

mechanical and electrical engineering. As the course progresses, students apply the concepts of physics and simple machines to team based robotics projects. Students use Lego or other available equipment to produce other student selected projects during the course of the year, such as bridge design and bottle rockets. This course also integrates the use of technology, such as CAD architectural design software and WestPoint bridge design software.

Zoology (C2), (H)

Open to: Grades 11 - 12

Prerequisites: Biology

Semester Course

2.5 credits

This Zoology course is designed to provide students with an appreciation for the unity and diversity of animal life. Major components include: taxonomy and classification of animals, morphology, physiology, natural history, zoogeography, phylogenetic relationships, and ecology. Dissection, use of the Internet, and other research is included in the curriculum.

Ecology (C2), (H)

Open to: Grades 11 - 12

Prerequisites: Biology

Semester Course

2.5 credits

Ecology is the study of the relationship between organisms and their environment. Through studies of local ecological systems, students will increase their appreciation for their local, natural environment. The course builds upon the experiences students gained in their sophomore ecology project. Students will develop a sense of environmental literacy by thinking critically about their environment and what can be done to save it from degradation. Course topics include biogeochemical cycles, food chains, food webs, biotic and abiotic factors, competition, predation, symbiosis, populations, biomes, and pollution. Students are expected to conduct a variety of field investigations including soil testing, water testing, air quality testing, transects, plant and animal population counts, and vernal pool analysis. Outdoor explorations and research are a required part of this course.

Forensics

Open to: Grades 11 - 12

Prerequisites: Physical Science & Biology

Semester Course

2.5 credits

This course is meant to be an introductory course in forensic science. The focus of the course will be for students to learn how science is used to solve crimes. Ultimately their knowledge from this course may help them to serve on a jury, spark their interest in a career in forensic science, or just enhance their general interest in science. Topics include,

but are not limited to, the history of forensic science, handwriting analysis, document analysis, chromatography, fingerprinting, hair analysis, blood stain analysis, arson crimes, DNA fingerprinting and human remains.

The nature of the course is multidisciplinary and includes areas of chemistry, anatomy, genetics, physics, medicine, law, math, sociology, and communications. This course is a lab-based course and requires that students practice and use the lab techniques of a real forensic scientist. Students will be assessed on their class participation, lab techniques, homework completion, quizzes and tests. Students will need to gather data and solve real-world problems based on what they observe. Students will also be required to use the Moodle website that contains course materials, videos, animations and other on-line resources of the course. There is a final exam that is cumulative and includes an assessment of both forensic science content and laboratory skills.

WELLNESS

The Hopkinton High School Wellness program is designed to provide students with a comprehensive health/fitness education through both required and elective course offerings. Each course reflects a commitment to wellness and the pursuit of life long experiences. This commitment will carry itself to the family and community as the young person matures into his/her own adult family and community role.

Successful achievement in Wellness does not require that one be a natural athlete, but instead promotes students actively participating in classes to attain a level of proficiency that is proportional to their potential, and the opportunity to examine and monitor one's own wellness.

Our Comprehensive Wellness Program has been developed and aligned with the Massachusetts Health Education Frameworks by our professional staff and continues the efforts begun in earlier grades to promote wise and informed life-style decisions during teenage years and well beyond.

Wellness 9

Required: Grades 9
Prerequisites: None

4-day Two Semester Course
2.0 credits per semester

Classroom topics include: What is Wellness, Labeling and Harassment, Understanding Stress, Nutrition, Cardio Pulmonary Resuscitation (CPR), Communication, Alcohol and Drugs, Skin Cancer, and Environmental Awareness.

Fitness Lab and Activity classes complete the grade 9 requirements, each meeting additionally, once per cycle.

Wellness 10

Required: Grades 10
Prerequisites: None

4 day - Semester 2
2.0 credits

Classroom topics include: Personal Values, Human Development, Sexual Health, Relationships and Emotions, Sexual Behavior and Violence Prevention.

Activity classes complete the grade 10 requirements, meeting additionally, twice per cycle.

Wellness 11**Required: Grades 11****Prerequisites: None****2 day - Semester 1****1.0 credits**

Classroom topics include: Managing Stress, Substance Use and the Law, CPR recertification, and Consumer and Community Health.

Activity classes complete the grade 11 requirements, meeting additionally, twice per cycle.

Advanced Strength Training**Open to: Grade 12****Prerequisites: None****3 day - Semester Course****1.5 credits**

This class is designed for students interested in advanced strength training techniques and principles. Emphasis is on alternative training techniques, functional training, and training for athletes.

Safety Beyond the “Hill”**Open to: Grade 12****Prerequisites: None****2 day - Semester Course****1.0 credit**

Self-Defense for Women ONLY - RAD – Rape Aggression Defense Systems is a realistic self defense class that focuses on avoidance and awareness techniques that will help a woman in the prevention of being attacked and becoming a victim. Along with real world safety planning students learn physical self defense using tools they carry with them daily (hands, feet, knees, head, etc.) and the class culminates with a simulated attack. Women will feel more empowered and confident after completing this class.

The Stress Free Zone**Open to: Grade 12****Prerequisites: None****3 day - Semester Course****1.5 credits**

Are you stressed out? Would you like to learn relaxation techniques, yoga, imagery and meditation? This is the class for you! Leave each day feeling great, with your thoughts focused, muscles relaxed, ready to face the challenges of your day. Learn to balance the many demands of life!

Athletic Leadership**Open to: Grade 12****Prerequisites: Wellness Staff Interview & Approval****4 day - Semester Course****2.0 credits**

For the student who may be considering a career in athletics/coaching/teaching. This course will combine working as an intern with our Wellness staff, with classroom activities in leadership skills, positive coaching and fitness promotion. Students who are interested in learning how motivation, team cohesion, feedback, and goal setting increase success in sports will enjoy this Internship.

Unite Mentoring Seminar

Open to: Grades 11 - 12

1 day - Two Semester Course

Prerequisites: Application and acceptance to the Unite Program

.5 credit

This course will be a leadership seminar for students accepted into the Unite mentor program. The Unite mentor program matches juniors and seniors with 9th grade students to assist the 9th graders in their transition to high school. In the seminar, students will focus on developing leadership skills and preparing for their roles as mentors.

SEXUALITY POLICY

At the beginning of each school year, all parents/guardians of students in our schools are notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. This shall be done through distribution of the *Program of Studies* and/or the *Student Handbook* for each school, or in a separate written communication. Parents/Guardians of students who enroll in school after the start of the school year are given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians are notified of this fact in a timely manner before implementation. Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Inspect and review program instruction materials for these curricula, which are made accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.
2. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

Contact Information
Hopkinton High School 508-497-9820

Name	Extension	Email
Leslie Moothart, Admin. Asst.	1001	lmoothart@hopkinton.k12.ma.us
Christopher Arienti, Asst. Principal	1008	carienti@hopkinton.k12.ma.us
Evan Bishop, Guid. Counselor	1011	ebishop@hopkinton.k12.ma.us
Phil Powers, School Resource Officer	1004	ppowers@hopkinton.k12.ma.us
Cris Bright, Librarian	1218	cbright@hopkinton.k12.ma.us
Kirsten Gleason, Adjust. Counselor	1145	kgleason@hopkinton.k12.ma.us
Jane Gomes, Adjust. Counselor	1139	jgomes@hopkinton.k12.ma.us
Mike Donahue, SPED Chairperson	1211	mdonahue@hopkinton.k12.ma.us
Cheryl Elder, Guidance Counselor	1137	celder@hopkinton.k12.ma.us
Michael Flanagan, Guidance Counselor	1119	mflanagan@hopkinton.k12.ma.us
Alyson Geary, Asst. Principal	1005	ageary@hopkinton.k12.ma.us
Nancy Shaughnessy, School Psychologist	1142	nshaughnessy@hopkinton.k12.ma.us
Adelaide Greco, Counseling Director	1138	lgreco@hopkinton.k12.ma.us
Jerrie Chandler, Athletic Secretary	1116	jchandler@hopkinton.k12.ma.us
Kathleen Hebden, Guid. Counselor	1140	khebden@hopkinton.k12.ma.us
Linda Henderson, Network Manager	1135	lhenderson@hopkinton.k12.ma.us
Eric Karjel, Athletic Director	1301	ekarjel@hopkinton.k12.ma.us
Jill Leach, Wellness Coordinator	1136	jleach@hopkinton.k12.ma.us
John McCarthy, Principal	1002	jmccarthy@hopkinton.k12.ma.us
Marian Strangfeld, Arts Coordinator	1270	mstrangfeld@hopkinton.k12.ma.us
Mary Woodward, Guidance Secretary	1257	mwoodward@hopkinton.k12.ma.us
Kristen Wurster, Guid. Counselor	1141	kwurster@hopkinton.k12.ma.us
Steve Yavarow, Music Coordinator	1154	syavarow@hopkinton.k12.ma.us