

Dear Students:

The Hopkinton High School Program of Studies for 2018-2019 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 2018-2019 school year, please work closely with your school counselor and listen carefully to the advice and recommendations of your current teachers. Involve your parents early to benefit from their insight and experience as well.

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 March, 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. 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 2018-2019 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. However, in all instances, 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,

Evan Bishop
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, gender identity and homelessness, or veteran, marital, or citizenship status.

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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 March.

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 affect their program and an opportunity for adjustments is provided. Courses needed to fulfill graduation requirements will be available.

GENERAL GUIDELINES

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. 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	8 Semesters (including Algebra I, II and Geometry)
Science	6-8 Semesters
History & Social Sciences	6-8 Semesters (including US I & II)

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

Students not sure of their future plans should first select required graduation subjects and then elect courses from various subject areas to provide balance.

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. 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	20	Credits
SCIENCE	15	Credits
HISTORY & SOCIAL SCIENCES	15	Credits
FOREIGN LANGUAGE	10	Credits
WELLNESS	8	Credits
ARTS & TECHNOLOGY	5	Credits *
OTHER	<u>20</u>	Credits
Total:	113	Credits

MINIMUM TOTAL GRADUATION CREDIT REQUIREMENT: **113 Credits**

*Arts may be visual or performing (Drama).

**1 Online Course is recommended during high school.

MINIMUM TOTAL GRADUATION CREDIT REQUIREMENT: **113 Credits**

In all courses, the semester grades will be calculated using a weighted average of all grades yet transcript will show both a weighted and unweighted Grade Point Average.

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

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.

ADD/DROP PERIOD

After schedules have been issued students are expected to remain in their assigned classes. Students will not be allowed to drop any semester or full year course after the first 7 days of the semester unless approved by the Principal or his/her designee.

LEVEL CHANGES

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.

In some situations a course or level change is approved during the semester. If a student withdraws from any course prior to October 1st for first semester and March 1st for second semester, there will be no denotation on the transcript. Any changes after October 1 or March 1 will result in the course title, course level if applicable, and a "W" for withdrawal appearing on the transcript.

OVERRIDE PROCESS

If a teacher does not approve of a student's course selection, a request may be made by the student for an override. Overrides should be requested within a defined time period each year. The override will only be considered through a hearing process that involves the student, his/her parents, and their assistant principal or their appropriate department leader. If a student is granted an override, he or she is required to stay in the course for at least one semester unless a course of level change is approved by the principal.

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 and honors or accelerated/advanced placement electives. Weight shall be given to honors level (+.5), and accelerated/advanced placement classes (+1.0), according to the following scale:

Grade	CP	Honors	AP/ACC	Unweighted
A+	4.3	4.8	5.3	4.3
A	4.0	4.5	5.0	4.0
A-	3.7	4.2	4.7	3.7
B+	3.3	3.8	4.3	3.3
B	3.0	3.5	4.0	3.0
B-	2.7	3.2	3.7	2.7
C+	2.3	2.8	3.3	2.3
C	2.0	2.5	3.0	2.0
C-	1.7	2.2	2.7	1.7
D+	1.3	1.8	2.3	1.3

D	1.0	1.5	2.0	1.0
D-	0.7	1.2	1.7	0.7

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 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.

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.

COMPUTING THE WEIGHTED GPA

Only courses in the five academic majors and AP/Honors-level elective courses are used to calculate the weighted GPA. **Only** courses taken at Hopkinton High School are included in the weighted GPA.

COMPUTING THE UNWEIGHTED GPA

Both academic and elective courses are used to calculate the unweighted GPA. **Only** courses taken at Hopkinton High School are included in the calculation of unweighted GPA.

HONOR ROLL

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

High Honors: A average (93-96) with all grades of B or above.

Honors: A- to B+ average (87-92) with all grades of B- or above.

Commended: B average (83-86) with all grades B- or above with one exception of a single grade of C+.

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 post-secondary 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:

- Junior Parent Night
- Senior Parent Night
- Eighth Grade Parent Night
- Financial Aid Workshop
- 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.

COLLEGE MINI-FAIRS

The Counseling Office coordinates college mini-fairs in the spring for juniors and sophomores. 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 the Naviance Family Connection, emails, and the morning announcements.

DEVELOPMENTAL GUIDANCE PROGRAM

Counselors hold group seminars 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 late spring. Counselors meet with seniors individually and often throughout their senior year to assist with all the details and tasks of post-secondary planning.

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, and stress management. **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 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 and to make appointments.

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 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).

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, and complete the [Independent Study Form](#). 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 over 150 Virtual High School courses are available each semester for students to venture into the world of online 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 (There is a \$75/year fee for each enrollment in a VHS 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, Mathematics of Electricity, Sports and Society, Bioethics, Eastern and Western Thought, Evolution and the Nature of Science, International Business: Kindergarten Apprentice Teacher, and Twentieth Century Women Authors. All of the core courses are NCAA accredited. For a full listing with descriptions of courses offered, visit <http://thevhscollaborative> 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 the spring during the course registration period for both first and second semester. There is an application and approval process that must be followed. A core, academic course taken through VHS will be calculated into a student's grade point average. Some VHS courses require a proctored end of semester exam and some involve a lab fee. To initiate the process please see your counselor.

TEC ONLINE ACADEMY

Fifteen seats in TEC Connections Learning (TECCL) courses are available each semester for students grade 10-12 with priority given to upper class students at HHS. TEC has partnered with Connections Learning by Pearson to offer a broad selection of both core and elective course offerings. For a full listing of course offerings visit the TEC Online website: <http://www.tec-coop.org/tec-online-academy/tec-online-learning-options>. Students must register for TEC online courses in the spring during the course registration period for both first and second semester. There is an application and approval process that must be followed. A core, academic course taken through TEC will be calculated into a student's grade point average. To initiate the process please see your counselor.

STUDENT SERVICES

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, gender identity and homelessness, 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.

Karen Zaleski, 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.***

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 (ACC) MATH ONLY: Accelerated honors courses are rigorous, challenging and in-depth courses in which significantly more content is delivered at a faster pace than in an honors course. In addition to having a strong work ethic, students are expected to have a solid

academic background in the subject. Accelerated honors and honors courses will prepare students for future study at the advanced placement level.

ADVANCED PLACEMENT (AP): 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.

BUSINESS/TECHNOLOGY & ENGINEERING

The Business/Technology/Engineering department's mission is to provide a diverse group of students with safe, collaborative, empathetic, creative and open thinking environments. We will connect students to their school, local, national and/or global communities through rigorous inquiry based learning that is student driven. We will encourage students to employ resiliency while developing solutions to problems using current academic, technological, communication skills and processes. Students will experience individual and team achievements.

Creative Business & Marketing -3730

Semester Course

Open to: Grades 9-12

2.5 credits

Prerequisites: None

Students will engage in creative minds on and hands on product development, business and marketing experiences. Communication, leadership and collaborative skills will be employed to ensure individual and team success. Teams of students will develop, plan, and market their quality products. Outside organizations and individuals will mentor students to review their work. Students will leverage fabrication technologies, current social media outlets and mentors to produce and promote quality products.

Introduction to Economics (CP -13520), (Honors -13530)

Semester Course

Open to: Grades 9-12

2.5 credits

Prerequisites: None

Students will be introduced to the basic principles of economics. Students will look at issues through the lens of economic thinking, while better understanding the economic issues and challenges in their own lives and in an increasingly global society. Some topics include scarcity, supply and demand, market structures and business organization, money and banking, investments and the stock market, the role of the government in the economy, and economic globalization. No prior knowledge is required, with an open mind you will learn how decision-making is at the core of economics.

AP Computer Science Principles -3603/3604

(2) Semester Course

Open to: Grades 10-12

2.5 credits/semester

Prerequisites: None

AP Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students will design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, scientists and engineers use to bring ideas to life.

HHS-TV I -3780**Open to: Grades 9-12****Prerequisites: None**

In this class students will develop basic television production skills. Working in teams, students will practice all aspects of video production: conceptualizing, writing, producing, directing, shooting and editing. Using professional cameras, equipment and editing tools, students will produce quality work in this semester long course. The main production of this course is the weekly *HHS Today* news program (produced for the HHS community), and included on the course's website (www.hhs.today) as well as aired on HCAM (Hopkinton's television channels). Segments produced include: news, drama, sports, comedy, issues, and arts; and will also allow students to translate their creative visions into short videos. Each student will have one homework assignment to film one after school HHS sponsored event: School play, Concert, Sporting event, Other event.

Semester Course**2.5 credits****HHS-TV II -3782****Open to: Grades 9-12****Prerequisites: HHS-TV I and Instructor Approval**

Building on the skills learned in HHS-TV I, students will deepen their understanding of Television Production in this semester course. This project-based class will conceptualize, script, and produce longer format videos than is done in HHS-TV I. Students will identify needs, create scripts and shot lists, produce, direct, and edit video. Students and the instructor will collaborate throughout to improve the quality of production. Production genres include: information, drama, sports, comedy, issues, and arts; and will allow students to translate their personal creative visions into video. Using professional equipment and editing tools, students will produce work they will be proud to have featured on the *HHS-TV* website, HCAM (Hopkinton's television channels), and other media outlets.

Semester Course**2.5 credits****Computer Science Discoveries -3620****Open to: Grades 9-12****Prerequisites: None**

This half-year course will introduce students to a broad range of topics in the field of computer science, including, but not limited to, hardware, data representation and manipulation, networking, and computer programming. Students will work on projects with minicomputers and microcontrollers such as the Raspberry Pi and Arduino boards to build, program and test their creative ideas. This course is open to all grade levels and does not require any prior computer science experience.

Semester Course**2.5 credits****Web Page Design -3630****Open to: Grades 9-12****Prerequisites: None**

Web Page Design introduces students to the World Wide Web and to the web page design and creation process. Using current editing tools, students will convert their visions into websites they will be proud to display. Students will make their pages and sites responsive and

Semester Course**2.5 credits**

mobile-friendly. Students will be encouraged to take on projects that benefit groups outside of the classroom. All student projects will be hosted on the school's web server.

Game Design -3652

Open to: Grades 9-12

Prerequisites: None

Students will learn the theory and practice of video game design and programming. Students will learn the skills necessary to have a game of their design run in real time, using computer graphics, human interaction, computer software and hardware. This is an excellent opportunity for you to take a creative thought and bring it to life through a game that others will enjoy.

Semester Course

2.5 credits

HHS Student Help Desk -3590

Open to: Grades 9-12

Prerequisites: None

HHS Student Help Desk is a hands-on study of technology integration in an educational context. Students will be required to assess problems throughout the day and define the best approach to addressing or solving the problem. In addition to solving problems for students and teachers, students will be required to complete and maintain several running projects that address technology topics, problems, or solutions that are relevant to the school environment. The course requires students to have a prior understanding of one or more of the following: Apple OS, Microsoft Windows OS, iOS, Android.

Semester Course

2.5 credits

Honors Engineering (H) -3820

Open to: Grades 9-12

Prerequisites: None

Engineering students will exercise a higher level of thought while employing the engineering design process in collaborative teams. Creativity will flourish through production of various types of fun and competitive projects. The projects will include but are not limited to: 3D Design and Printing, Toys, "Rube Goldberg" Machines, and projects that benefit outside groups (example: Hopkinton First Responders). Local Engineers serving as mentors will contribute to the course by discussing design options with students.

Semester course

2.5 Credits

Hon. Sustainable Engineering (H) -3830

Open to: Grades 9-12

Prerequisites: None

Students will develop solutions to real-world global problems using the engineering design process. Students will work in teams to identify root causes of problems, ideate solutions and fabricate functional prototypes. Projects will include but are not limited to: Energy, Health, Safety, Environmental. Students will be encouraged to design solutions that can have an immediate impact in our local community.

Semester course

2.5 Credits

Re-Engineering History -3640**Open to: Grades 9-12****Prerequisites: None**

Take a trip back in time to not only learn about historical engineering projects, but to also touch them. Students will be excited to learn about historical engineering projects and then be set forth to improve upon their original designs. Historical works will be based on but not limited to: Civil, Architectural, Mechanical, Marine. Students will leverage the engineering design process as well as fabrication technologies to successfully change history by improving designs that failed. Come see how you can rewrite history through engineering.

Semester course**2.5 Credits****Lego™ Robotics -3852****Open to: Grades 9-12****Prerequisites: None**

Robotics students will utilize the engineering design process to design, build and program robots to accomplish competitive tasks similar to robots used throughout the world. Using LEGO MINDSTORMS components, students will learn problem-solving, communication, and teamwork skills. Students will program their robots to autonomously complete tasks. The programming language and robotics kits used in this class are designed to allow all skill levels (novice - expert) to learn at an appropriate level.

Semester Course**2.5 credits****Team Robotics (H -38631/386311)*, (CP -38632/386321)****Open to: Grades 9-12****Prerequisites: None**

Students will engage in exciting interscholastic robotics competitions (VEX VRC) as part of HHS Hopkinetics Robotics. Students will work in small collaborative teams to design, build and program robots that are focused on the current VEX challenge. Students will acquire and utilize the following skills: Engineering design, Leadership, Project management, CAD, Electronics, Programming, Fabrication, Failure analysis, Field preparation, Presentation and Writing. Once you enroll in this course, you will be hooked and want to spend more time in the shop. The programming language and robotics kits used in this class are designed to allow all skill levels (novice - expert) to learn at an appropriate level. VEX Robotics is recognized globally by educational institutions and industry. VEX scholarships are available. This course may be repeated as each year brings a different VEX robotics challenge. ****Honors students are required to attend at least 2 'out of' school 8-hour interscholastic competitions***

(2) Semester Course**2.5 credits/semester****Fab Lab (3D Design and Fabrication) -3840****Open to: Grades 9-12****Prerequisites: None**

Fab Lab is an interdisciplinary course that will encourage students to learn using an art and engineering design thought process. Students will work through a series of Design and Build Challenges that expand their skills and design thought process. The course covers technologies such as, 3-D printers, laser cutters, and computerized cutting systems. Students will also study building techniques like triangulation, post and beam structures and folded materials, to enhance

Semester Course**2.5 credits**

their understanding of how things are built. Examples of some of the challenges are; furniture designs(cardboard chair), 3d printed hinges(moving parts), laser cut 3d projections, patterns to create a 3d volume, and folded 3d paper forms. This culmination of this course will be the design, construction and presentation of a larger final project of the student's choice. This course will serve those interested in: Art, Architecture, Engineering, Sculpture, 3D Design, Fabrication.

DRAMA/VISUAL ART

DRAMA DEPARTMENT

The drama department at Hopkinton High School includes Public Speaking and Passages, a course which introduces students to basic skills that will ensure a smooth transition from living at home to being on their own. Additionally there are extra-curricular theatre activities including a fall musical, a winter play, and the one-act festival in May.

Public Speaking -8950

Open to: Grades 9-12

Prerequisites: None

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.

Semester Course

2.5 credits

Public Speaking II - 89505

Open to: Grades 11-12

Prerequisites: Public Speaking or permission from instructor

Building upon the foundational skills mastered in Public Speaking, students will further their development as a public speaker in a variety of settings. This will be done through a combination of speaking, writing, and reading assignments. Specifically, students will outline, develop, and deliver manuscript and extemporaneous speeches incorporating relevant sources. They will learn how to develop and deliver messages that are appropriate and effective for a variety of purposes and audiences. The course includes units on debate, media supported presentations, motivational speech, and creating a TED talk. Each student will be required to present a 10 - 13 minute memorized TED talk by the end of the semester to an invited audience.

Semester Course

2.5 credits

Passages -8910

Open to: Grades 11-12

Prerequisites: None

While students may be well equipped intellectually to handle the demands of a rigorous college academic program, many are lacking the basic skills that will ensure a smooth transition from living at home to being on their own. This course will focus on helping students develop basic skills in the areas of general housekeeping, meal preparation, health and hygiene, budgeting and managing finances, negotiating public transportation and communication practices (both interpersonal and intrapersonal).

Semester Course

2.5 credits

VISUAL 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.

Studio Art I -700101

Open to: Grades 9-12

Prerequisites: None

The emphasis of this course is on building skills in art and identifying personal sources of inspiration. Studio art projects will focus on understanding the elements and principles of design and will allow you to explore a variety of artistic media, materials, and techniques. You will begin to see and respond to the world as artists do and gain confidence in your artistic ability, as you develop your powers of observation and expression. *Note: Studio Art I: Introduction to Art is recommended for Photography, Computer art courses, Graphic Design and Animation.*

Semester Course

2.5 credits

Studio Art II (Honors Option) -700102

Open to: Grades 9-12

Prerequisites: Studio Art 1

This course continues to build on the skills and knowledge learned in Studio Art I. In this course you should be prepared to be active and engaged, and most importantly push the boundaries of your art experience. We will explore different materials and techniques through 2d and 3d art and design forms. You will learn about historical and contemporary artists, and try your hand at a wide range of projects such as artist's books, perspective drawing, printmaking, watercolor painting and integrated technology. You will develop greater skills and greater reliance on your own ability to create solutions to artistic problems. *Note: Studio Art II may be elected in the same year as Introduction to Art.*

Semester Course

2.5 credits

Studio Art III (Honors Option) - 700103

Open to: Grades 10-12

Prerequisites: Studio Art II

This course continues to build on the skills and knowledge learned in previous Studio Art classes. Projects focus on art-making as a process, observational skills, and helping you

Semester Course

2.5 credits

explore and develop your own **artistic voice**. A variety of concept-based studio experiences allow you to further develop proficiency in techniques, improve communication through visual media, interpret, understand, and discuss artwork, and embrace the experimental process of making art. Special attention will be given to drawing, painting, mixed media, and printmaking techniques.

Studio Art IV (Honors Option) - 700104

Semester Course

Open to: Grades 10-12

2.5 credits

Prerequisites: Studio Art III

This course continues to build on the skills and knowledge learned in the previous Studio Art classes. Projects focus on the expressive qualities of art, making connections between the world around you and visual media, as well as decoding and communicating through art. You will explore various drawing, painting, mixed-media, and printmaking 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. You will create a body of artwork that is expressive.

Studio Art V: Portfolio (Honors Option) -700105

Semester Course*

Open to: Grades 11-12

2.5 credits/semester

Prerequisites: Studio Art IV

This course allows students to build a portfolio that showcases skills and knowledge learned in previous Studio Art classes. Projects and exercises encourage students to incorporate meaningful ideas into their artwork and to explore the process of making art on a more independent level. This intensive studio experience will benefit students who are highly motivated in the studio arts, or who may be considering further arts education at the college level. 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. *Note: If you take AP Studio Art in 11th grade, you may take Art V as a senior. *This course may be taken for either 1 or 2 semesters.*

Advanced Placement Studio Art -7081/7082

(2) Semester Course

Open to: Grades 11-12

2.5 credits/semester

Prerequisites: 4 semesters of Art, Portfolio Review, and teacher recommendation*

This is a college level course intended for students who have specialized in any of the visual arts: Studio Art, Photography, Computer Art, Ceramics, or any combination thereof. 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: Four semesters of art should be completed in a single area: Studio Art, Photography, Computer Arts, or Ceramics; additional courses in any area are recommended. Prerequisites also include presentation of a portfolio of work done to date, instructor approval, and summer assignments. Students should expect to provide 12-25 high quality examples of their work.***

Animation -7410

Semester Course

Open to: Grades 9-12

2.5 credits

Prerequisites: None

This course is an introduction to the basic elements of traditional animation (drawn, stop motion, claymation). The theory and practice of creating still artwork and turning into animated sequences will be 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 developing an understanding of how a figure moves will also be an emphasis of the curriculum.

Digital Art -7310

Semester Course

Open to: Grades 9-12

2.5 credits

Prerequisites: None

Digital media has fundamentally changed the art making process for many artists. In this course, projects are designed to introduce tools, techniques, and skills unique to digital art. Students will use an array of applications, such as Photoshop, Illustrator and iPad Pro apps in addition to digital imaging tools like styli, digital paint brushes, scanners, printers and laser cutters, to create expressive pieces of 2D & 3D art. This class also introduces the elements and principles of design.

Graphic Design I -72610

Semester Course

Open to: Grades 9-12

2.5 credits

Prerequisites: None

Graphic Design is the art of visual communication. In this course you will become a design rock star by creating awesome and original computer graphics. You will learn the ropes of Adobe Illustrator and Adobe Photoshop by experiencing an array of “real world” projects. Assignments may include projects such as logos & stationery, snowboards, packaging, book jackets, and web page layouts. You will master the art of creating visual design solutions by combining text and image. A strong emphasis will be on the Elements & Principles of Design as well as the art of Typography. You will explore an array of problem solving and brainstorming techniques, practice presentation skills, participate in group critiques, and learn about career opportunities in the Design & Visual Communication Field.

Graphic Design II -72621**Open to: Grades 9-12****Prerequisites: Graphic Design I**

Using the skills acquired in Graphic Design I, students will further explore the subject of design and typography. Assignments will rely on the synthesis of text and image. Students will create more sophisticated pieces from 2-page spreads, double sided designs and three-dimensional designs. Sophisticated approaches to concept development will be looked into, as students begin to express a personal vision within the context of a given assignment. A deeper investigation of design history and opportunities for applying acquired skills are covered.

Semester Course**2.5 credits****Digital Photography (Hybrid) - 7183****Open to: Grades 9-12****Prerequisites: None**

Offered in hybrid format, consisting of part classroom and part online instruction, this introductory course will explore the fundamentals of digital fine art photography -- composition, capture, editing, and output. The course will cover the foundations of what it takes to make a high quality creative photographic print with a digital camera. The basic terms of photography will be explained so that students can get the most out of their subject and camera. We will discuss current digital camera technology and how that affects the way we take pictures. Students will use Adobe Bridge, Adobe Photoshop CS3, and iPhoto to capture, edit and manipulate photographs. Digital cameras will be provided for students to use for the course. Students will create an online portfolio of their photographs and maintain a reflection blog of their experiences.

Semester Course**2.5 credits****Photography I - 718****Open to: Grades 9-12****Prerequisites: None**

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.

Semester Course**2.5 credits****Photography II (Honors Option) -7190****Open to: Grades 9-12****Prerequisites: Photography I, Smartphone Photography or Digital Photography**

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

Semester Course**2.5 credits**

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.

Photography III (Honors Option) -71210

Semester Course

Open to: Grades 10-12

2.5 credits

Prerequisites: Photography II

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.

Smartphone Photography (Hybrid) -7184

Semester Course

Open to: Grades 9-12

2.5 credits

Prerequisites: None

This hybrid photography course aims to teach the art of seeing, reading imagery for meaning, using social media to share photography and collaborate, and smartphone camera technique. In addition to crafting quality photographs with mobile devices, students will consider effective and responsible ways to reach appropriate audiences for their photography using a variety of social media. Students will need a mobile device with a camera, e.g., an iPhone, Android phone, or iPod (with camera). A limited number of art dept mobile devices will be available for students who do not have access to a personal device.

Ceramics I: Introduction to Ceramics -7040

Semester Course

Open to: Grades 9-12

2.5 credits

Prerequisites: None

This course is an introduction to clay designed to familiarize students with basic techniques and processes. Students learn hand building forms with pinch, coiling, slab construction, and preliminary wheel throwing. Students also explore surface decoration, under glazes, slips and much more. Projects include both functional and sculptural forms. Students create projects dealing with 3-dimensional form, look at function and proportion.

Fab Lab (3D Design and Fabrication) -3840**Semester Course****Open to: Grades 9-12****2.5 credits****Prerequisites: None**

Fab Lab is an interdisciplinary course that will encourage students to learn using an art and engineering design thought process. Students will work through a series of Design and Build Challenges that expand their skills and design thought process. The course covers technologies such as, 3-D printers, laser cutters, and computerized cutting systems. Students will also study building techniques like triangulation, post and beam structures and folded materials, to enhance their understanding of how things are built. Examples of some of the challenges are; furniture designs (cardboard chair), 3d printed hinges (moving parts), laser cut 3d projections, patterns to create a 3d volume, and folded 3d paper forms. This culmination of this course will be the design, construction and presentation of a larger final project of the student's choice. This course will serve those interested in: Art, Architecture, Engineering, Sculpture, 3D Design, Fabrication.

Advanced Placement Art History (AP) -1471/1472**(2) Semester Course****Open to: Grades 11-12****2.5 credits/semester****Prerequisites: None**

This two semester elective course covers an exciting though enormous span of history, looking at African rock paintings from 25,000 BCE through Ai Weiwei's Sunflower Seeds from 2010 CE! By the end of the course, students will be able to identify hundreds of works of art and styles of architecture from all over the world 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.

Yearbook I -7171/7172**Semester Course*****Open to: Grades 9-12****2.5 credits/semester****Prerequisites: None**

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. 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. **This course may be taken for either 1 or 2 semesters.*

Yearbook II (Honors Option) -71721/71722**Semester Course*****Open to: Grades 9-12****2.5 credits/semester****Prerequisites: Yearbook I**

Students taking Yearbook II already have an understanding of desktop publishing, photo editing and advertising from taking Yearbook I. Yearbook II students will take on added responsibilities

around editing and publishing as well as playing a leadership role for the Yearbook I students.
****This course may be taken for either 1 or 2 semesters.***

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 or
Advanced Placement English Language

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

Grade 9 - Role of the Individual in a Larger Context

English 9 focuses on the exploration of the individual's role within the wider society. Emphasis is placed on independent thought, individual responsibility, and personal development, both within literature and in students' own lives.

Foundations in English 9 (CP) -0121F/0122F

Open to: Grade 9

Prerequisites: 8th grade teacher recommendation

College prep Foundations in English (grade 9) is designed for the student in need of individual assistance in writing, reading, and oral interpretation. In this course, students will closely examine fiction, non-fiction, drama, and poetry to develop reading skills and reinforce knowledge of literary and rhetorical techniques. They will compose and revise explanatory, narrative, and argumentative writing. The revision process is stressed in all written work. Grammar, usage, and composition training will strengthen writing skills, and formal and informal presentations will strengthen speaking and listening skills. There will be focused vocabulary instruction. Longer texts may include, but are not limited to, *Lord of the Flies*, *The Hunger Games*, and the play *Romeo and Juliet*.

(2) Semester Course

2.5 credits/semester

English 9 (CP -0111/0121), (H -0131/0132)**(2) Semester Course****Open to: Grade 9****2.5 credits/semester****Prerequisites: 8th grade teacher recommendation**

In English 9, students will closely examine fiction, non-fiction, drama, and poetry to develop reading skills and reinforce knowledge of literary and rhetorical techniques. They will compose and revise explanatory, narrative, and argumentative writing. Grammar, usage, and composition training will strengthen writing skills, and formal and informal presentations will strengthen speaking and listening skills. Focused vocabulary instruction prepares students for pre-college testing. Longer texts may include, but are not limited to, *Lord of the Flies*, *Life of Pi*, *The House on Mango Street*, and the play *Romeo and Juliet*.

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.

Foundations in English 10 (CP) -0221F/0222F**(2) Semester Course****Open to: Grade 10****2.5 credits/semester****Prerequisites: 9th grade teacher recommendation**

Foundations in English (grade 10) is a college prep course that stresses practical application of reading, writing, speaking, and listening to everyday life situations. Class literature may include *Of Mice and Men*, *Night*, and *Animal Farm*, along with shorter works in various literary genres, including the short story, poetry, essays, and drama. Students will also study *Othello*. In addition to writing assignments derived from literature and vocabulary, students will work on MCAS-styled essays and open responses. Vocabulary is based on literary terms and common words found on the ACTs and SATs.

English 10 (CP -0221/0222), (H -0231/0232)**(2) Semester Course****Open to: Grade 10****2.5 credits/semester****Prerequisites: 9th grade teacher recommendation**

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. Vocabulary instruction will prepare students for pre-college testing and MCAS.

Grade 12 – Human Nature: Reflections from Literature

These courses, open to 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 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. Seniors are welcome to pursue more than two semesters of English.

Literature and War (CP) -03950

Open to: Grade 12

Prerequisites: None

This course will examine the challenges, problems, and opportunities of war, that great crisis of human civilization which causes normal rules and values to collapse into conflict and disorder. Beginning with an examination of ancient warrior cultures and proceeding to a close analysis of portrayals of modern war, students will read some of the great works of the canon of war literature, seeking to understand both the experiences portrayed by these works and the authors' goals and techniques in attempting to capture and convey them. Possible texts include Homer's *Iliad*, Shakespeare's *Henry V* or *Macbeth*, Stephen Crane's *Red Badge of Courage*, Kurt Vonnegut's *Slaughterhouse-Five*, Joseph Heller's *Catch-22*, Orson Scott Card's *Ender's Game*, Tim O'Brien's *The Things They Carried*, and a selection of short fiction and poetry.

Semester Course

2.5 credits

Film as Literature (CP) -36901

Open to: Grade 12

Prerequisites: None

This is a course designed to expand and enrich our experience and enjoyment of an art form that most of us already know and love: the movies. We will begin the semester by re-examining basic concepts familiar from more traditional English classes, focusing on the special problems and opportunities presented by Characterization and Storytelling in film. Since film is primarily a visual medium, the large middle section of the course will be devoted to various technical aspects of visual storytelling. We will conclude the semester with a brief examination of the role of sound and music in film. We will screen a new movie in class roughly once a cycle, using these films as the basis of our exploration of important concepts together and of major assessments in which students analyze a film independently or in collaboration with a small group.

Semester Course

2.5 credits

English for the Modern World (CP) -0400

Open to: Grade 12

Prerequisites: None

This course focuses on nonfiction literature and personal/reflective writing as a means to learning more about one's self and today's world. The class reads a variety of nonfiction pieces such as Mitch Albom's *Tuesdays with Morrie* and Jon Krakauer's *Into the Wild*, along with supplementary articles/essays from a variety of other nonfiction authors. Students compose a variety of personal pieces in the form of journals and narrative essays, along with creating

Semester Course

2.5 credits

multimedia projects, all of which are designed to explore how personal experience connects to one's beliefs/feelings. There also will be an emphasis on how written and verbal communication outside of the academic setting can benefit one's performance in the workplace.

English Language and Composition (AP) -0441/0442

(2) Semester Course

Open to: Grades 11-12

2.5 credits/semester

Prerequisites: Teacher recommendation

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 *Amusing Ourselves to Death* by Neil Postman and *Writers on Writing* before school opens in the fall. Outside reading will include Machiavelli's *The Prince* and *The Great Gatsby*.

English Literature and Composition (AP) -0451/0452

(2) Semester Course

Open to: Grade 12

2.5 credits/semester

Prerequisites: Teacher recommendation

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.

Comparative Mythology (H) -03650

Semester Course

Open to: Grade 12

2.5 credits

Prerequisites: English 11 recommendation for (H)

Comparative Mythology is a class that explores the gods, stories, and legends from many different cultures, including Greece, Egypt, Scandinavia, Sumeria, Babylon, and India. The main goals of the course are to examine how myths fall into similar patterns but also have distinct characteristics that illustrate cultural values. The course is organized by topics, such as creation

myths, love and fertility myths, and hero myths. Students will have a text supplemented with other materials, and a second book, *The Power of Myth*, which they will read and do discussion posts about throughout the semester.

Contemporary Literature (H) -03830

Semester Course

Open to: Grade 12

2.5 credits

Prerequisites: None

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 -0340), (H -0380)

Semester Course

Open to: Grade 12

2.5 credits

Prerequisites: None

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.

Multicultural Literature: The Intersection of Gender, Race, and Class in Society (H) - 03710

Semester Course

Open to: Grade 12

2.5 credits

Prerequisites: None

In this hybrid course, students will read literature from African-American, Latino/a American, and Asian-American authors, engaging in discussions concerning the issue of identity and the American experience. We will look at the role that language plays in one's identity and how it can be used to both liberate and entrap a person. Students will examine how literature and media influence identity and how we relate within society, paying close attention to the issues of race, gender, and class. There will be one online session in a seven-day rotation, so the student must be prepared for this level of independence in a course. Possible texts include: readings from Frederick Douglass, W.E.B. Du Bois, and Ralph Ellison, Toni Morrison's *The Bluest Eye*, media (television, film, popular music, advertising, etc.), various non-fiction pieces, Julia Alvarez's *How the Garcia Girls Lost their Accents*. A media literacy unit is a component of this course, and students will engage in research throughout the semester.

Introduction to Journalism (CP -0201), (H -0301)

Semester Course

Open to: 12

2.5 credits

Prerequisites: None

This course introduces students to the practice of journalism in the digital age. Students learn how to write news and feature stories and develop multimedia content for publication on HHS Press, our student newspaper and news website. Students study the history and language of journalism; develop skills in writing, designing and editing for a variety of media; understand news and the process of publication; and become more critical readers and media consumers.

ELE English -0221ELE/0222ELE

(2) Semester Course

Open to: Foundational ELs & SLIFE

2.5 credits/semester

Prerequisites: None

ELE English is designed to provide the language of the content area of English language arts to foundational and SLIFE students in the English Learner Education program. Through this course, students will work toward progression of their English language and literacy proficiencies in the domains of listening, speaking, reading, and writing within the English language arts content area. Advancement in usage of linguistic complexity, language conventions, and academic vocabulary will be the focus of this course for English learners.

* EL = *English Learner*

*SLIFE = *Students with Limited or Interrupted Formal Education*

ENGLISH LEARNER EDUCATION

Foundational ELD -ELD5051/ELD5052

(2) Semester Course

Open to: Foundational ELs

2.5 credits/semester

Prerequisites: None

Foundational ELD (English Language Development) is a mandatory course for foundational level students in the English Learner Education program. This course is designed to develop the academic vocabulary, language conventions, and linguistic complexity of English learners. Through this course, students will work toward the development of their language and literacy proficiencies in English in the domains of listening, speaking, reading, and writing.

Transitional ELD -ELD4031/ELD4032

(2) Semester Course

Open to: Transitional ELs

2.5 credits/semester

Prerequisites: None

Transitional ELD (English Language Development) is a mandatory course for transitional level students in the English Learner Education program. This course is designed to advance the academic vocabulary, language conventions, and linguistic complexity of English learners in the domains of listening, speaking, reading, and writing. Through this course, students will work toward the progression of their language and literacy proficiencies in English, as well as toward exit from the English Learner Education program.

HISTORY & SOCIAL SCIENCES

The principal mission of the History & Social Science 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 History and United States History, government, and the social sciences. Within the context of these courses, the department seeks to promote cultural literacy and the free exchange of ideas, while nurturing an appreciation of multiple perspectives in the spirit of mutual understanding. Use of appropriate technology is encouraged at all levels.

Course Sequence

- Grade 9 Modern World History, and one elective option (*Time to Think*)
- Grade 10 US History I **or** Advanced Placement US History I, and Electives (*AP World History, Facing History and Ourselves, Time to Think*)
- Grade 11 US History II **or** Advanced Placement US History II, and Electives (*AP World History, Facing History and Ourselves, Law in America, Introduction to Psychology, Introduction to Sociology, Time to Think*)
- Grade 12 Electives (*AP Government and Politics, AP Psychology, AP World History, Facing History and Ourselves, Introduction to Psychology, Introduction to Sociology, Law in America*)

Modern World History (CP -11211), (H -11222)

(2) Semester Course

Open to: Grade 9

2.5 credits/semester

Prerequisites: None

This course in Modern World History is intended to help students learn about the processes that have shaped today's world. While studying 19th and 20th centuries, students will develop a foundational understanding of the political spectrum, appreciate the effects of industrialization, and analyze a variety of factors that influence interactions among societies. During the first semester we will investigate how nationalism, competition, and the lack of self-determination influenced conflict. Throughout the second semester we discuss the extent to which economic development, international cooperation, and self-determination can be utilized to create and maintain peace. It is hoped that students leave the course better able to understand the world in which they live.

In addition to the course content, this course develops students' writing skills, reading comprehension and analytical skills, as well as strategies for effective research. This is done by engaging with a variety of primary and secondary source documents so that students can develop confidence in creating their own understandings.

US History I (CP-13321/13322), (H -13331/13332)

(2) Semester Course

Open to: Grade 10

2.5 credits/semester

Prerequisites: Modern World History

This discussion and activity-based course explores United States History from the early Colonial Era (1620) to the end of Reconstruction (1876). In the first half of the course, units of study include, *Colonial America; The Revolutionary Era; The Constitution and Critical Period; and The Early Republic*. In the second half of the course, units of study include, *Nationalism and Sectionalism; Jacksonian Democracy and Reform; Manifest Destiny; the Civil War and Reconstruction; and The Gilded Age*.

A major focus of the course is on themes and issues that endure across American History - *What is the role of government in an economy and in the lives of its citizens? What is the ideal balance between the Federal and State governments? To what extent does America live up to the values and principles stated in the Declaration of Independence and the US Constitution? How should the government balance the rights of the individual in relation to the rights of the group? How does a country pursue its national interests while respecting the diversity of the continent?*

Throughout the course, students analyze primary source documents, photographs and political cartoons, participate in debates and discussion seminars and attempt to draw connections between America's history and events of today, with the goal of learning and applying some "lessons of history".

Advanced Placement US History I (AP) -13411/13412

(2) Semester Course

Open to: Grade 10

2.5 credits/semester

Prerequisites: Modern World History and teacher recommendation

The first part of a two-year sequence, this course is taught at a college level and follows the Advanced Placement United States History curriculum. Students will be prepared for and are expected to take the Advanced Placement United States History Examination in May of their junior year, which may allow them to be awarded credit or a course waiver in college. This course covers a broad range of political, social, economic, and cultural trends from Pre-Columbian origins through the end of the nineteenth century.

In addition to historical content, emphasis is placed on the development of historical reasoning skills and disciplinary practices. The intent is "to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in US History." Due to the vast amount of material that must be covered, the pace is rigorous, and homework is consistent. Students are required to read a college text and a variety of challenging supplementary materials including primary sources and the writings of major historians. A great deal of emphasis is placed on student initiative and independence, and class time and assessments focus primarily on sophisticated analysis.

US History II (CP -13421/13422), (H -13431/13432)

(2) Semester Course

Open to: Grade 11

2.5 credits/semester

Prerequisites: US History I

This discussion and activity-based course explores United States History from the late 19th century to the present. Units of study include, *The Gilded Age; The Progressive Era; America*

Emerging as a World Power; America and World War I; The 1920's in America; The Great Depression and the New Deal; America and World War II; The Early Cold War and the 1950's; The Great Society and the Civil Rights Movement of the 1960's; The Vietnam and Watergate Eras; The Resurgence of Conservatism; The 1990's in America; and America in the 21st Century.

A major focus of the course is on themes and issues that endure across American History - *What is the role of government in an economy and in the lives of its citizens? What is it to be a just society? To what extent does America live up to the values and principles stated in the Declaration of independence and the US Constitution? How do we balance the rights of the individual in relation to the rights of the group? How does a country pursue its national interests in an increasingly globalized world? To what extent is war effective as an instrument of public policy?*

Throughout the course, students analyze primary source documents, photographs and political cartoons, participate in debates and discussion seminars and attempt to draw connections between America's history and events of today, with the goal of learning and applying some "lessons of history".

Advanced Placement US History II (AP) -134111/134122

(2) Semester Course

Open to: Grade 11

2.5 credits/semester

Prerequisites: US History I and teacher recommendation

The second part of a two-year sequence, this course is taught at a college level and follows the Advanced Placement United States History curriculum. Students will be prepared for and are expected to take the Advanced Placement United States 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 political, social, economic, and cultural trends from the Gilded Age of the late 19th century through 21st century trends in American society and politics.

In addition to historical content, emphasis is placed on the development of historical reasoning skills and disciplinary practices. The intent is "to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in US History." Due to the vast amount of material that must be covered, the pace is rigorous, and homework is consistent. Students are required to read a college text and a variety of challenging supplementary materials including primary sources and the writings of major historians. A great deal of emphasis is placed on student initiative and independence, and class time and assessments focus primarily on sophisticated analysis.

Advanced Placement World History (AP) -1151/1152

(2) Semester Course

Open to: Grades 10-12

2.5 credits/semester

Prerequisites: Teacher recommendation

AP World History takes a "big picture" approach to studying the development of and interaction between societies around the globe. This approach focuses less on fine details and allows students to better understand the arc of human history through understanding larger themes

and broad trends over time. The course asks students to analyze how different themes have continued to influence human history, but how those influences have evolved and changed over time. Comparative analysis is a regular aspect of the course, as is the use of primary and secondary sources.

Advanced Placement World History is a college-level course open to sophomores, juniors, and seniors that prepares students to take the national Advanced Placement Examination in May of each year which may allow them to be awarded credit or a course waiver in college. Numerous short papers and essay are assigned. Classroom participation is a must.

Facing History and Ourselves (CP -1390), (H -1392)

Semester Course

Open to: Grades 10-12

2.5 credits

Prerequisites: None

This multidisciplinary course applies themes from history, political science, economics, sociology and psychology in investigating how societies can subtly support and sometimes actively participate in genocide. The course focuses on the Nazi Holocaust as a primary case study, but students will also examine other historical genocides. The study of racism, anti-semitism and prejudice will also invite exploration of issues of justice, individual choice and responsibility and the creation of inclusive, humane societies.

This course is highly interactive and is built around discussions and written reflections based on a variety of sources. Students will be encouraged to make connections between events in history and the moral choices they make in their own lives. The curriculum from the national nonprofit organization *Facing History and Ourselves* serves as a guide for the course progression.

Advanced Placement US Gov. and Politics (AP) -1441/1442

(2) Semester Course

Open to: Grade 12

2.5 credits/semester

Prerequisites: Teacher recommendation

A student who envisions taking Advanced Placement US Government and Politics may take the one-semester course entitled Law in America, but may **not** take that course **concurrent with** Advanced Placement Government.

Advanced Placement US Government and Politics is a college-level course open to seniors.

The course prepares students to take the national Advanced Placement Examination in May of each school year, 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.

Law in America (CP -1412), (H -14130)

Semester Course

Open to: Grades 11-12

2.5 credits

Prerequisites: None

A student who envisions taking Advanced Placement US Government and Politics may take this course, but **not concurrent** with Advanced Placement Government.

This one-semester introductory law class examines jurisprudence (“The philosophy and science of law”) in the context of, 1) constitutional law, 2) the role of the three branches of government in creating, interpreting and enforcing laws, 3) civil rights and civil liberties, 4) criminal law and the criminal justice system, and 5) civil law. Students will participate in numerous classroom activities, including informal discussions, formal Socratic Seminars and the research and dissection of actual court cases. As time allows, current events pertaining to issues of law in America will be explored.

Advanced Placement Psychology (AP) -13711/13712

(2) Semester Course

Open to: Grade 12

2.5 credits/semester

Prerequisites: Teacher recommendation

A student who envisions taking Advanced Placement Psychology should **not** take the Introduction to Psychology course.

Advanced Placement Psychology is designed to replicate a college introductory psychology class. Students will be prepared to take the Advanced Placement Psychology Examination, which may allow them to be awarded credit or a course waiver in college. The expectation is that all students will take that examination, administered in May of each year. 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.*

Introduction to Psychology (CP) -1370

Semester Course

Open to: Grades 11-12

2.5 credits

Prerequisites: None

A student who envisions taking Advanced Placement Psychology should **not** take the Introduction to Psychology course.

In this course students will receive a wide-ranging introduction to psychology - the systematic study of human behavior and mental processes. Students are encouraged to actively participate on a daily basis; this is a discussion and demonstration based course. 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.* Time permitting, students may also examine elements of *Sports Psychology, Industrial and Organizational Psychology* and other selected topics.

Introduction to Sociology (H) 1338

Semester Course

Open to: Grades 11-12

2.5 credits

Prerequisites: None

In this course students undertake the systematic study of human society and social interaction. This is a discussion and demonstration driven course that requires active student participation. Students will be consistently asked to think like a sociologist. Topics include, *Social Science Theory and Methodology; The Development of Identity; Social Behavior and Interaction; Socialization; Cultural Differences and Commonalities; Social Control and Deviance; Social Inequality*; and other selected topics.

Time to Think - Human Judgment, Reasoning, and Decision Making (H) -1460

**Semester Course
2.5 credits**

Open to: Grades 9-11

Prerequisites: Teacher recommendation

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, and Rhetoric to explore what sound thinking is, and isn't. Units of study include: *Intelligence; Arguments, Claims and Evidence; Errors and Fallacies in Reasoning; Lying and Persuasion; Creative Thinking and Aesthetics; Moral Reasoning; and Thinking About the Future*. 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.

ELE Social Studies -1100ELE/1102ELE

**(2) Semester Course
2.5 credits/semester**

Open to: Foundational ELs & SLIFE

Prerequisites: None

ELE Social Studies is designed to provide the language of the content area of social studies to foundational and SLIFE students in the English Learner Education program. Through this course, students will work toward progression of their English language and literacy proficiencies in the domains of listening, speaking, reading, and writing within the social studies content area. Advancement in usage of linguistic complexity, language conventions, and academic vocabulary will be the focus of this course for English learners.

* EL = *English Learner*

*SLIFE = *Students with Limited or Interrupted Formal Education*

Introduction to Economics (CP- 13520), (Honors -13530)

**Semester Course
2.5 credits**

Open to: Grades 9-12

Prerequisites: None

Students will be introduced to the basic principles of economics. Students will look at issues through the lens of economic thinking, while better understanding the economic issues and challenges in their own lives and in an increasingly global society. Some topics include scarcity, supply and demand, market structures and business organization, money and banking, investments and the stock market, the role of the government in the economy, and economic globalization. No prior knowledge is required, with an open mind you will learn how decision-making is at the core of economics.

INTERNSHIPS

Independent Study: Athletics Administration Internship -IS101

Semester Course

Open to: Grades 11-12

2.5 credits

A student internship in the athletic office will be offered each semester to one student who demonstrates an interest in athletics and athletic administration. During the course of the independent study, students will actively learn the daily responsibilities of an Athletic Director and an Assistant Athletic Director. Through observation, assistance with day to day tasks, and assigned projects, students will immerse themselves in the athletic culture here at HHS and become an integral member of the athletic office team. Students will also be required to complete some after school hours including assistance with game administration, clock operating, ticket sales, and announcing. Students will complete a culminating project at the end of each semester. Interested students should be passionate about athletics, motivated, responsible, and have great attention to detail. Students who complete the independent study will gain career experience, an understanding of day to day operations in an athletic office, collaboration skills applicable to any career, and experience in a fun, fast-paced atmosphere. Those interested in applying should reach out to Ms. Dee King, Athletic Director.

Independent Study: School Administration Internship -IS201

Semester Course

Open to: Grades 11-12

2.5 credits

A student internship in the main office will be offered each semester to one student who demonstrates an interest in school administration and leadership. During the course of the independent study, students will actively learn the daily responsibilities of a Principal and/or an Assistant Principal. Through observation, assistance with day to day tasks, and assigned projects, students will immerse themselves in the administrative culture here at HHS and become an integral member of the office team. Students will also be required to complete some after school hours including assistance with meetings and projects. Students will complete a culminating project at the end of each semester. Interested students should be passionate about improving HHS, motivated, responsible, and have great attention to detail. Students who complete the independent study will gain career experience, an understanding of day to day operations in an office, collaboration skills applicable to any career, and experience in a fun, fast-paced atmosphere. Those interested in applying should reach out to Mr. Evan Bishop, Principal.

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. Students in all high school mathematics courses are required to have a graphing calculator. Texas Instruments® TI- 84 or TI-84+ graphing calculators are used regularly by teachers for instruction and are the required models for students to use for class assignments .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 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.

Foundations Algebra I (CP -3121F/3122F)

Open to: Grade 9

Prerequisites: Grade 8 teacher recommendation

(2) Semester Course

2.5 credits/semester

This course is designed to support the needs of students who benefit from a individualized environment or have foundational gaps in their knowledge base. It is structured to meet individual needs in terms of pacing, rigor, and scope. Ample scaffolding of topics and review will be incorporated to support mastery of the course content. Students will benefit from frequent and varied instruction/assessment so students will receive consistent feedback on their progress. Curriculum will focus on the same big ideas with reduced depth and complexity as College Prep Algebra I. In this course, students will: 1) Solve one variable equations, systems, and inequalities; (2) Examine linear, exponential, and quadratic functions graphically and algebraically (3) Perform operations on polynomials, including addition, subtraction, multiplication, and factoring; (4) Graph and analyze the graphs of linear, exponential, and quadratic functions and (5) Extend their understanding of the laws of exponents and apply them to simplify problems.

Algebra I (CP -3121/3122), (H -312111/312212)**(2) Semester Course****Open to: Grade 9****2.5 credits/semester****Prerequisites: Grade 8 Math recommended for (CP); Honors Grade 8 Math recommended for (H)**

The main areas of concentration of College Prep Algebra I are to 1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Students will also summarize, interpret and represent one or two variable data distribution. All topics will be covered with rigor to ensure mathematical success at the college level. College prep students will benefit from frequent and varied instruction and assessment so students will receive consistent feedback on their progress. High expectations are coupled with many vehicles for success to ensure all students can reach their potential. Honors Algebra I students should possess a strong and consistent work ethic as well as an ability to learn independently. While some review of prerequisite topics will occur, the class depth and challenge of the class content requires students enter the course with a firm mathematical foundation from middle school.

Algebra I (Acc) -313111/313212**(2) Semester Course****Open to: Grade 9****2.5 credits/semester****Prerequisites: Honors Grade 8 Math recommended, Teacher Recommendation**

The main areas of concentration of Honors Accelerated Algebra I are to 1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Students will also summarize, interpret and represent one or two variable data distribution. In addition, students simplify and solve rational expressions and equations using various operations. Lastly, students will explore some of the important aspects of functions that they will further develop in Algebra II including but not limited to composition, inverse, and operations.

It is important to understand that Accelerated Algebra I requires not only solid mathematical prerequisite skills, but also a strong and consistent work ethic. Mastery of all middle school math topics is necessary for success because in place of review and remediation are the extra topics covered necessary for Calculus preparation.

Foundation of Geometry (CP) -3221F/3222F**(2) Semester Course****Open to: Grade 10****2.5 credits/semester****Prerequisites: 9th grade teacher recommendation**

This course is designed to support the needs of students who benefit from a more supported environment or have foundational gaps in their knowledge base. Students are expected to take notes, create study guides, build models and use manipulatives that can be utilized during assessments. Curriculum will focus on the same big ideas with reduced depth and complexity as College Prep Geometry. In addition, there will be an emphasis on MCAS prep throughout

the year. Exams, pacing, and instruction are adapted and modified to meet the needs of the students in the class. In this course, students will cover topics of congruence, transformations, similarity, constructions, algebraic proofs, modeling, classifications of polygons, introductory trigonometry, measurement (area, volume distance, etc.), and probability.

Geometry (CP -3221/3222), (H -3131/3132)

(2) Semester Course

Open to: Grade 10

2.5 credits/semester

Prerequisites: Algebra I, Teacher Recommendation

The fundamental purpose of the high school Geometry is to formalize and extend students' geometric experiences in the areas of congruence, transformations, similarity, constructions, theorem and algebraic proofs, circle theory and application, coordinate geometry, modeling, introduction trigonometry, measurement, and probability. 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; and apply transformations 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.

Honors Geometry will include the derivation and application of trigonometric formulas and employ much algebra to solve geometric problems. Honors Geometry students require a mastery of Algebra I content (including quadratics). Students in honors should also be able to work independently and solve rigorous problems.

Note: Geometry and Algebra II may be taken concurrently.

Geometry (Acc) -3141/3142

(2) Semester Course

Open to: Grades 9-10

2.5 credits/semester

Prerequisites: Accelerated Algebra I recommended, Teacher Recommendation

Accelerated Honors Geometry focuses on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plan; (5) prove basic geometric theorems; and (6) extend work with probability. A rigorous study of triangle trigonometry, evaluating with the unit circle, conic sections, introduction to graphing sinusoids, and an in-depth study of circles and their properties are explored. It is important to understand that Accelerated Geometry requires not only solid mathematical prerequisite skills, but also a strong and consistent work ethic. Self-motivation and the ability to work independently are also required. Mastery of all middle school math topics as well as Algebra I is necessary for success because in place of review and remediation are the extra topics covered necessary for Calculus preparation.

Note: Geometry and Algebra II may be taken concurrently.

Foundations of Algebra II -3321F/3322F**(2) Semester Course****Open to: Grade 11****2.5 credits/semester****Prerequisites: 10th grade teacher recommendation**

This course is designed to support the needs of students who benefit from a more supported environment or have foundational gaps in their knowledge base. Students will receive more in-class time spent on instruction and student practice for various topics, a significantly smaller class size and access to a lead teacher and support staff during class. Curriculum will focus on the same big ideas with reduced depth and complexity as College Prep Algebra II. Students will have more frequent formative assessment feedback opportunities than college preparatory level. Students will demonstrate their understanding of curriculum taught on assessments with support of their own graphing calculator (or class notes, as applicable) and test items are scaffolded when multiple understandings are required within the same question (for example, separating one question into two or more questions each assessing only one or two discrete skills). In this course, students will: (1) investigate and understand the characteristics of quadratic graphics; (2) use various methods for solving quadratics; (3) simplify exponential expressions and (4) perform operations on, as well as graph, polynomials and rational functions.

Algebra II (CP -3321/3322), (H -3231/3232)**(2) Semester Course****Open to: Grade 11****2.5 credits/semester****Prerequisites: Algebra I, Teacher Recommendation**

In second year course, students will explore algebra in symbolic and graphic contexts. Upon completion of this course, the student will investigate and understand the characteristics of quadratic graphics, use various methods for solving quadratics,; they will simplify exponential expressions and perform operations on, as well as graph, polynomials and rational functions. Students will 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 and organize and display relevant data. Honors Algebra will also include topics in logarithmic, exponential, piecewise and composite functions; series and simplifying rational expressions.

Note: Geometry and Algebra II may be taken concurrently.

Algebra II (Acc) -32231/32232**(2) Semester Course****Open to: Grades 10-11****2.5 credits/semester****Prerequisites: Accelerated Geometry recommended, Teacher Recommendation**

This course extends the work done in Accelerated Geometry and Algebra I by deepening students' understanding polynomial, rational/radical, exponential, logarithmic, trigonometric, and composite functions with a graphic and symbolic approach. Students will also further their study of trigonometry to include identities and equations. In addition, matrices, piecewise functions, and the complex number system operations, and limits are explored

It is important to note that all topics traditionally covered in precalculus will be covered in Accelerated Algebra II ensuring students are prepared for Calculus following this course.

Pre-Calculus (CP -3421/3422), (H -3331/3332) (2) Semester Course

Open to: Grade 11-12

2.5

credits/semester

Prerequisites: Algebra II and Geometry recommended, Teacher Recommendation

This advanced course will thoroughly cover functions and trigonometry in preparing students for future studies in calculus. This course is approached from both graphic and symbolic perspectives. The student will explore polynomial, rational, exponential, logarithmic, and trigonometric functions in great depth. Course requires that students compute fluently, have mastered prerequisite algebra skills and are well-versed in efficient use of graphic calculators.

Math for Career & College Readiness (CP) -3361/3362 (2) Semester Course

Open to: Grade 12

2.5 credits/semester

Prerequisites: Algebra II

This course is designed to support the needs of students who benefit from a more supported environment or have foundational gaps in their knowledge base. Students will receive more in-class time spent on instruction and student practice for various topics, a significantly smaller class size and access to a lead teacher and support staff during class. This course is intended for grade 12 students. Placement in this course is based on the recommendation of classroom teacher and guidance counselor. Students are required to participate in a combination of in-class activities and online, self-paced studies. Class activities will include project-based and real-world applications.

Advanced Quantitative Reasoning (CP) -3491/3492 (2) Semester Course

Open to: Grade 12

2.5 credits/semester

Prerequisites: Algebra II and Geometry recommended

This course is designed as a mathematics course alternative to pre-calculus. Throughout Quantitative Reasoning, students are encouraged to continue their study of mathematical ideas in the context of real-world problems and decision-making through the analysis of information, modeling change, and mathematical relationships. Topics include analysis of quantitative data, modeling with a variety of functions, applying concepts of vectors and matrices, advanced algebra, and applications of trigonometry.

Financial Algebra I: Personal Finance -3151/3152 (2) Semester Course

Open to: Grades 11 & 12

2.5 credits/semester

Prerequisites: Algebra I

Financial Algebra I is a semester-long course intended to help students make educated decisions about personal finances and money matters through the lens of algebraic functions. Topics such as employment, taxes, banking / personal finance (including credit card borrowing), budgeting, independent living, loans (auto, home, school), and retirement planning are explored using 21st century skills. Linear, exponential, piecewise and other functions are used to model

and solve problems. Negative and positive monetary growth is examined in terms of compounded / continuous interest, amortization, and linear saving / spending. Statistical measures of center and spread are also utilized. There is a strong emphasis on representing concepts graphically, algebraically and numerically.

Calculus (H) -3441/3442

(2) Semester Course

Open to: Grade 12

2.5 credits/semester

Prerequisites: Acc. Algebra II or H Algebra II & H Pre-Calculus recommended, Teacher Recommendation

Key topics in this course include: analysis of graphs, limits of functions, asymptotic and unbounded 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 antidifferentiation, applications of antidifferentiation, and numerical approximations to definite integrals. Honor Calculus is intended for those students who will take calculus in college. Students enrolled in Accelerated Calculus show interest in algebra-based mathematics and have mastered simplifying algebraic expressions and graphing polynomial, rational and trigonometric functions.

Advanced Placement Calculus AB (AP) -3461/3462

(2) Semester Course

Open to: Grades 11-12

2.5 credits/semester

Prerequisites: Acc. Algebra II, Teacher Recommendation

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 (AP) -3471/3472

(2) Semester Course

Open to: Grade 11-12

2.5

credits/semester

Prerequisites: AP Calculus AB recommended, Teacher Recommendation

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 (AP) -3501/3502

(2) Semester Course

Open to: Grades 11-12

2.5 credits/semester

Prerequisites: Algebra II, Teacher Recommendation

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, interpret data, study elementary probability theory, and use random variables with binomial, normal, 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 (H) -34851/34852

Open to: Grade 12

Prerequisites: Algebra I , Teacher Recommendation

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.

This second part of this course 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.

(2) Semester Course

2.5 credits/semester

ELE Math -3001ELE/3002ELE

Open to: Foundational ELs and SLIFE

Prerequisites: None

ELE Math is designed to provide the language of the content area of mathematics to foundational and SLIFE students in the English Learner Education program. Through this course, students will work toward progression of their English language and literacy proficiencies in the domains of listening, speaking, reading, and writing within the mathematics content area. Advancement in usage of linguistic complexity, language conventions, and academic vocabulary will be the focus of this course for English learners.

(2) Semester Course

2.5 credits/semester

* EL = *English Learner*

*SLIFE = *Students with Limited or Interrupted Formal Education*

MUSIC DEPARTMENT

The Music Department offers students the opportunity to express themselves through the study of music. 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, vocalist, and non-performer. 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 (Honors option) -8601/8602

(2) Semester Course

Open to: Grades 9-12 (By Audition Only)

2.5 credits/semester

Prerequisites: 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 comprised 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 Symphonic 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. Make up work will be offered for excused absences. Self and teacher assessments will be given on a regular basis.

Symphonic Band (Honors option) -8641/8642

(2) Semester Course

Open to: Grades 9-12

2.5 credits/semester

Prerequisites: Ability to play a band instrument

The Symphonic 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 Symphonic 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 Symphonic 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. Make up work will be offered for excused absences. Self and teacher assessments will be given on a regular basis.

String Orchestra (Honors option) -8791/8792**(2) Semester Course****Open to: Grades 9-12****2.5 credits/semester****Prerequisites: Ability to play an orchestral instrument**

The String Orchestra 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 (Honors option) -8621/8622**(2) Semester Course****Open to: Grades 9-12****2.5 credits/semester****Prerequisites: None**

The chorus provides an opportunity for the study and the enjoyment of choral music. Students develop their music-reading skills, music literacy, and vocal technique through the study of a broad repertoire of choral literature. Performances may include evening concerts, festivals, and community events. 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.

High School Choir (Honors option) -8752/8753**(2) Semester Course****Open to: Grades 9-12****2.5 credits/semester****Prerequisites: Ability to comfortably and safely sing from middle C (C4) to F5**

The High School Choir provides the opportunity for the study of choral music, in a treble voice setting, on an advanced level. The group performs a wide variety of choral repertoire. Personal musicianship skills developed through participation in this ensemble include vocal technique, music literacy, music theory, ear training, and performance experience. Ensemble skills that are developed include awareness of and sensitivity to ensemble tone quality, blend, balance, intonation, articulation, phrasing, dynamics, and style. Performances may include evening concerts, exchange concerts, festivals, and community events. 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 music training is necessary.

Accompaniment -8661/8662**(2) Semester Course****Open to: Grades 9-12****2.5 credits/semester****Prerequisites: Ability to play the piano at a high level of proficiency and music teacher recommendation**

The accompanist plays piano for the chorus. A range of musical styles is required. The number of graduation credits awarded is dependent on how often the class meets.

Music Technology I -87201**Semester Course****Open to: Grades 9-12****2.5 credits****Prerequisites: None**

How can technology be used to make music? This course is designed to give students the opportunity to be involved in music on a non-performance basis. Through software programs such as GarageBand, Audacity and Logic Pro, students will be introduced to digital sound tracking, loop manipulation, recording techniques, mixing, and digital composition to create musical projects. The basic principles of music will also be explored in the course.

Music Technology II -87202**Semester Course****Open to: Grades 9-12****2.5 credits****Prerequisites: Teacher Recommendation, Music Technology I recommended**

Building on the skills and knowledge learned in Music Technology I, students will learn advanced techniques for the production of digital music. Topics will include composition, recording techniques, mixing and remixing. Students should be familiar with basic techniques as well as software including Audacity, GarageBand, and Logic Pro.

Music Theory I 8720**Semester Course****Open to: Grades 9-12****2.5 credits****Prerequisites: None**

This course is designed to give students the opportunity to be involved in music on a non-performance 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.

AP Music Theory (AP) -8723/8724**(2) Semester Course****Open to: Grades 11-12****2.5 credits/semester****Prerequisites: Teacher recommendation**

This is a yearlong course that teaches a wide array of musical concepts. Along with music theory and beginning composition the students also deal with aural skills, dictation, and sight singing. Students learn the basics of music notation and score analysis along with knowledge of basic tonal harmony in the eighteenth century common-practice period style. The ultimate goal of the course is to develop a student's ability to recognize, understand, analyze, and

describe the aspects and processes of music that is heard or seen on a score. Students engage in a variety of written, singing, and compositional exercises that teach them the many aspects of musical composition and analysis. The focus is on learning the foundational principles of music theory that lead to aptitude in analysis and beginning composition. Students who pass the AP exam may earn college credit at a number of colleges and universities. While not all students will likely attain this level of success, the instruction and practice in this course will serve to greatly enhance and improve a student's ability to comprehend, analyze, and notate music in a traditional style.

Acoustic Guitar Workshop -8732

Open to: Grades 9-12

Prerequisites: None

This introductory course is designed for true beginner who has 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.

Semester Course

2.5 credits

Acoustic Guitar Workshop II -87320

Open to: Grades 9-12

Prerequisites: Teacher Recommendation, Acoustic Guitar Workshop recommended

This course is for those of you who would like to continue what you started in Acoustic Guitar I. You will build on the basics that were studied in Acoustic Guitar Workshop I. You will further develop left and right hand techniques as well as learn more about musical terms and theory, chording and moving smoothly from chord to chord. If you currently play guitar, approval from the music staff is required.

Semester Course

2.5 credits

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. 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. Four year colleges recommend three years of a lab science which traditionally include biology, chemistry, and physics. 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: Anatomy and Physiology, Forensics, Research Methods in Science, Blue Planet, Human Impacts on the Environment, Understanding the Earth and AP Environmental Science.

Introduction to Chemistry (CP -412201), (H -413201)

Semester Course

Open to: Grade 9

2.5 credits

Prerequisites: Teacher recommendation

Students in Introduction to Chemistry study the fundamental concepts of chemistry. Laboratory investigations rely on quantitative and qualitative analysis to develop a conceptual understanding of chemistry. Numerous lab activities provide students with opportunities to develop a deeper understanding of the concepts covered in the curriculum as well as develop basic lab skills. Topics include measurement, atomic structure, the periodic table, bonding, solutions and reactions.

Honors: Students in the honors level course incorporate more mathematical problem solving into their study of chemistry, such as conversion factors, molarity and stoichiometry. Students also preview key concepts of biochemistry. Students are required to think independently and design their own experiments during inquiry based laboratory instruction.

**Honors Introduction to Chemistry
with Research Methods (H) -43350**

Open to: Grade 9

Prerequisites: Teacher recommendation

Students in this honors level course will be concurrently enrolled in Research Methods in Science for one additional credit. In addition to completing the honors level curriculum, students will complete an independent yearlong research/science fair project that can either be experimental in nature or an engineering or computer-based project. Students are required to also be enrolled in Honors Introduction to Physics with Research Methods. Students taking the course should have an interest in science and be able to work independently on a long-term project with the guidance of a mentor teacher.

Semester Course

2.5 credits

Introduction to Physics (CP -412101), (H -413101)

Open to: Grade 9

Prerequisites: Teacher recommendation

Students of introductory physics study the fundamental concepts of physics by describing motion and energy verbally, graphically and mathematically. Numerous lab activities provide students with opportunities to develop a deeper understanding of the concepts covered in the curriculum as well as develop basic lab skills. Inquiry-based laboratory instruction requires students to be independent learners who can create and carry out experiments with minimal direction from the instructor. The capstone project is an assessment of students' scientific process and overall understanding of how motion and energy can be represented and includes a design and engineering component. Mathematical representations of scientific relationships are used in the development of problem solving techniques. Topics include motion, forces, work and energy.

Semester Course

2.5 credits

**Honors Introduction to Physics
With Research Methods (H) -43360**

Open to: Grade 9

Prerequisites: Teacher recommendation

Students in this honors level course will be concurrently enrolled in Research Methods in Science for one additional credit. In addition to completing the honors level curriculum, students will complete an independent yearlong research/science fair project that can either be experimental in nature or an engineering or computer-based project. Students are required to also be enrolled in Honors Introduction to Chemistry with Research Methods. Students taking the course should have an interest in science and be able to work independently on a long-term project with the guidance of a mentor teacher.

Semester Course

2.5 credits

Biology (CP -4221/4222), (H -4231/4232)

(2) Semester Course (6 periods/cycle)

Open to: Grade 10

3.0 credits/semester

Prerequisites: Teacher recommendation

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. Topics include: biochemistry, cellular biology, genetics, evolution, human anatomy and ecology. A passing score on the Biology MCAS exam is required for graduation.

Advanced Placement Biology (AP) -4241/4242

(2) Semester Course (7 periods/cycle)

Open to: Grades 10-12

3.5 credits/semester

Prerequisites: Teacher Recommendation, Intro to Chemistry (H), Intro to Physics (H) recommended

AP Biology is designed to be the equivalent of a first-year college-level biology course for students who show a strong interest and aptitude for the biological sciences. The course uses a syllabus approved by the College Board and prepares students to take the Advanced Placement Biology Examination in May. Students who demonstrate competency on this exam may be deemed by their college to receive course credit and/or a course waiver. It is important that students are highly motivated, can learn independently, and have strong reading comprehension and writing skills. In addition to learning content at an accelerated pace, students will perform inquiry-based laboratory exercises that will provide them with opportunities to hone science practice skills and apply the concepts presented in their readings, lectures, and class discussions. The major goals of the course are to help students deepen their fundamental understanding of biology and how it relates to their own health and the environment, as well as to improve their critical thinking and analysis skills. Major topics addressed in the course include biochemistry, cell biology, cellular energetics, cell division, cell communication, genetics, evolution, animal systems and ecology. Students will be asked to complete several assignments before the opening of school in the fall. These assignments will review some basic concepts, prepare students for the fast pace and rigor of the course and introduce them to the exciting world of biology!

Chemistry (CP -4321/4322), (H -4331/4332)

(2) Semester Course (6 periods/cycle)

Open to: Grades 11-12

3.0 credits/semester

Prerequisites: Teacher recommendation

Students explore the fundamental principles of chemistry (the properties of matter and how it reacts) with an emphasis on the applications of chemical concepts to current events and daily life. 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.

Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. The structure of the course relies on long term retention and application of the course

material as well as strong analytical skills and a solid foundation in mathematics. Prospective students should have strong algebra skills (particularly working with word problems manipulating fractions, percents, and graphing).

Honors Chemistry:

Students in Honors Chemistry will need to be able to synthesize their understandings of chemistry across multiple topics and apply their knowledge to complex scenarios in open response questions and through project work. Topics in Honors Chemistry are covered in more depth and at a faster pace than College Preparatory Chemistry.

Advanced Placement Chemistry (AP) -4381/4382 (2) Semester Course (7 periods/cycle)
Open to: Grades 11-12 3.5 credits/semester
Prerequisites: Teacher Recommendation, Acc. Geometry or Acc. Algebra II recommended

Advanced Placement Chemistry is designed to be the equivalent of the general course usually taken during the first year of college. Due to the complexity of the problems, students enrolled in AP Chemistry need outstanding math and problem solving 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 and properties of matter, reactions (including acid/base and redox reactions), equilibrium, kinetics and thermodynamics. Over the summer, students use online resources to review selected topics and take several online quizzes before the opening of school.

Conceptual Physics (CP) -4421/4422 (2) Semester Course
Open to: Grades 11-12 2.5 credits/semester
Prerequisites: Algebra II, Geometry recommended

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 for problem solving. Subjects include motion, forces, energy, waves, sound, electricity and magnetism. Experiments and demonstrations will serve as an important reinforcement to studied concepts.

Honors Physics (H) 4431/4432 (2) Semester Course (6 periods/cycle)
Open to: Grades 11-12 3.0 credits/semester
Prerequisites: Teacher Recommendation, Honors Algebra II recommended

Honors Physics engages students in the development of graphical and mathematical models to represent physical phenomena. Models developed include: constant velocity, uniform acceleration, balanced force, constant force, energy and fundamentals of charge and electricity. Teaching methodologies develop student abilities to make sense of physical experience, understand scientific claims, articulate coherent opinions of their own and defend them with cogent arguments based on evidence. The basics of trigonometry and vector analysis are applied within the framework of the course so a solid foundation in Algebra II, geometry and

precalculus is advised. The course stresses the application of physics in today's technology and everyday life.

Advanced Placement Physics C:

Mechanics (AP) -4451/4452

Open to: Grade 12

Prerequisites: Teacher Recommendation, Completed or concurrently enrolled in Calculus recommended

AP Physics C:Mechanics is a full year high school class which is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. A minimum of 20% of classroom time will be spent on scientific investigations using principles of scientific inquiry where students will design and conduct experiments; organize, display, and critically analyze data and communicate results.

(2) Semester Course (7 periods/cycle)

3.5 credits/semester

Advanced Placement Physics 1 (AP) -4441/4442

Open to: Grade 12

Prerequisites: Teacher Recommendation, Honors Algebra II recommended

AP Physics 1 is full year course which is equivalent to a one-semester, algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This course requires that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. The course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

(2) Semester Course (7 periods/cycle)

3.5 credits/semester

Blue Planet: The Role of Water (CP) -4253

Open to: Grades 11-12

Prerequisites: None

This course takes an interdisciplinary approach through which students study water and how it shapes our planet and human life. This course gives students the opportunity to apply their understanding of the concepts they learned during their coursework in the physical and life sciences. Topics include fresh water, oceans, pollution, and water resources used by people. Case studies will introduce many worldwide water issues giving students a global perspective of the state of water on Earth and their role as a citizen.

Semester Course

2.5 credits

Human Impacts on the Environment (CP) -4252**Semester Course****Open to: Grades 11-12****2.5 credits****Prerequisites: None**

In this course students use current research and news articles to investigate the impact of human activities on the environment. National and international case studies are used to explore the role that human-introduced chemicals, acid rain, agriculture, mining and logging have had on the environment. Students use various technological tools and online resources to acquire, process and report conclusions through the production and publication of various projects.

Understanding the Earth (CP) -4251**Semester Course****Open to: Grades 11-12****2.5 credits****Prerequisites: None**

Student taking this course study the physical and biological dynamics of the Earth. Current research and news articles as well as other tools are used to study the components of Earth, geologic hazards, geologic time, and erosion. Students use various technological tools and online resources to acquire, process and report conclusions through the production and publication of various projects.

**Advanced Placement Environmental Science (AP)
-4501/4502****(2) Semester Course (7 periods/cycle)****3.5 credits/semester****Open to: Grades 11-12****Prerequisites: Teacher recommendation**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. 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. AP Environmental Science is a blended class. A blended learning approach combines face-to-face classroom methods and computer-mediated activities to form an integrated instructional approach. Through laboratory work, readings, and quarterly group projects, students will prepare to take the Advanced Placement® Environmental Science Examination.

Anatomy & Physiology (CP -4361/4362), (H -4351/4352)**(2) Semester Course****Open to: Grades 11-12****2.5 credits/semester****Prerequisites: None**

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 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.

Forensics (CP) (Hybrid) -4490

Open to: Grades 11-12

Prerequisites: None

This *hybrid* 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. *There is one online session in a seven-day rotation in which students are required to complete online assignments independently.* There is a final exam that is cumulative and includes an assessment of both forensic science content and laboratory skills.

Semester Course

2.5 credits

**Honors Research Methods in Science I -43331/43332,
II -43341/43342, III -43371/43372, IV -43381/43382**

Open to: Grades 9-12

Prerequisites: None

The Research Methods in Science class is an online course taken by students in addition to a full course-load. The purpose of the course is to provide students with the opportunity to complete an in-depth engineering project or scientific experiment in an area of their choosing. Through the completion of a full-year project students gain a rich understanding of the scientific process and have an opportunity to present their research to professionals. Students are assigned a teacher mentor who monitors their progress on the project (through various checkpoints and deadlines) and works with the students throughout the year as they research their topic, design their experiment, collect, analyze and present their data. Students use online resources located on Google classroom to research a topic, create a plan and carry out an investigation. Students are expected to compete in the high school science fair in late February. Students may then go on to compete at the regional, state or international level. All students will be required to write a research paper at the conclusion of the course based upon their work during the year. Students taking the course should have an interest in science and be able to work independently on a long-term project. The course can be taken more than once. Research Methods II, III, and IV are for students who have completed a previous science or engineering fair project. Each year the student should show growth in the depth, sophistication, and analysis

(2) Semester Course

1.0 credit/semester

of their experiment/engineering design. Students in all four sections will receive one credit per semester.

ELE Science -4001ELE/4002ELE

Open to: Foundational EL's & SLIFE

Prerequisites: None

(2) Semester Course

2.5 credits/semester

ELE Science is designed to provide the language of the content area of science to foundational and SLIFE students in the English Learner Education program. Through this course, students will work toward progression of their English language and literacy proficiencies in the domains of listening, speaking, reading, and writing within the science content area. Advancement in usage of linguistic complexity, language conventions, and academic vocabulary will be the focus of this course for English learners.

* EL = *English Learner*

*SLIFE = *Students with Limited or Interrupted Formal Education*

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 lifelong 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 lifestyle decisions during teenage years and well beyond.

Wellness 9 -9101/9102

(2) Semester Course (4 periods/cycle)

Required: Grade 9

2.0 Credits/semester

Prerequisites: None

Classroom topics include: What is Wellness, Labeling and Harassment, Understanding Stress, Nutrition, Cardiopulmonary 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 -9201/9202

(2) Semester Course (2 periods/cycle)

Required: Grade 10

2.0 Credits

Prerequisites: None

This one semester classroom course meets twice per cycle as an important part of your total grade 10 Wellness curriculum. Along with classroom participation in discussion, group work, and research, assignments outside of the classroom will be required and may include homework, papers, projects, and a binder of materials. A final exam at the end of first semester will cover material from your classroom experience. Second semester will be strictly an activity based class covering a variety of fitness and recreation games. This course is designed to respect students personal values as well as the values of others with a focus on overall safety.

First Semester topics in Wellness 10 include: values, human sexuality, relationships and emotions, sexual behavior, postponement, contraception, STIs and HIV/AIDS, pregnancy, dating violence, and positive relationships.

Wellness 11 and Wellness 12

Grade 11 and 12 students must complete a one semester activity class **each year** to meet their graduation requirement.

Fitness through Games -9270

Open to: 11-12

Prerequisites: None

This activity course is for the upperclassman who want to continue being active through friendly team and individual play. Activities may include touch football, soccer, basketball, floor hockey, badminton, volleyball, Ultimate Frisbee, golf and tennis.

Semester Course (2 periods/cycle)

1.0 credits/semester

Stress Management -9260

Open to: 11-12

Prerequisites: None

Got stress? Do you want to learn how to manage your stress and live a healthier, more balanced life? In this course, students will participate in a variety of stress reduction activities such as yoga, Tai Chi, exercise, mindful walking, mindfulness training, deep breathing, progressive muscle relaxation, positive imagery and meditation. Time management techniques, brain compatible learning style assessments, and the study of the physiological changes that occur in the body during times of stress and relaxation will also be explored. Mindfulness and meditation are now practiced in many of the most successful companies such as Apple, Google, Nike, and Yahoo! Learn what the leaders of these companies know: People who have the skills to manage their stress and live peacefully in the moment are also more creative and productive employees. Journals, participation in all activities and discussions, development of your personal stress management plan, and a final project are used for assessment.

Semester Course (2 periods/cycle)

1.0 credits/semester

Personal Fitness -9294

Open to: 11-12

Prerequisites: None

With an emphasis on creating a personal workout program to meet the need of the individual student, this course is designed to combine cardiovascular training, muscular strength, and flexibility. Meeting primarily in the fitness center, students will create, implement and make appropriate modifications to advance their fitness level.

Semester Course (2 periods/cycle)

1.0 credit

Advanced Strength Training -9280

Open to: 11-12

Prerequisites: None

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

Semester Course (2 periods/cycle)

1.0 credit

R.A.D. (Women's Self-Defense) -9440**Semester Course** (2 periods/cycle)**Open to: 11-12****1.0 credit****Prerequisites: None**

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 techniques. The class culminates with a simulated attack. Women will feel more empowered and confident after completing this class. RAD is taught by certified instructors to teach your daughter the tools that may be needed to escape an attack.

R.A.D. for Men -9450**Semester Course** (2 periods/cycle)**Open to: 11-12****1.0 credit****Prerequisites: None**

Participants will have the opportunity to: raise their awareness of aggressive behavior, recognize how aggressive behavior impacts their lives, learn steps to avoid aggressive behavior, consider how they can be part of reducing aggression and violence, and practice hands-on self-defense skills to resist and escape aggressive behavior directed toward them. This program is designed to empower participants to make safer choices when confronted with aggressive behavior.

Ballroom Dance -9295**Semester Course** (2 periods/cycle)**Open to: 11-12****1.0 credit****Prerequisites: None**

Learn a lifetime skill that you can enjoy anywhere in the country and throughout many parts of the world with people of all ages. No experience or partners needed! Enjoy learning this new skill while dancing with all of your classmates. You will learn how to lead or follow the East Coast Swing, Hustle, Merengue and Rumba along with the Waltz and Foxtrot. You will learn correct form, frame, and posture, understand the style, character, and themes of each dance and take away the ability to dance for a lifetime. Dancing is a challenging, joyful experience and research has shown that ballroom dancing also improves cognitive functioning. So have some fun, get some exercise, and improve your brain each day!

Officiating in Sports -9460**Semester Course** (2 periods/cycle)**Open to: 11-12****1.0 credit****Prerequisites: None**

This offering will provide students the information, practical knowledge and skill-set to officiate in a sport of their choice. Students will learn and perform the fundamentals involved with fair play, rules knowledge, controlling emotional environments, and the training to become an effective official. Students will also walk away with information and contacts of certified athletic officiating organizations that they can utilize to pursue additional advancement.

Lifetime Pursuits -9470**Semester Course** (2 periods/cycle)**Open to: 11-12****1.0 credit****Prerequisites: None**

In this elective, students will develop leadership, teamwork and critical thinking skills through a variety of indoor and outdoor activities. This will include group problem solving exercises, navigation, geocaching and exploring survival skills in the outdoors. In addition, this course will explore a variety of lifetime activities that an individual can participate in during their lifetime. These lifetime activities will include exercise and leisure activities such as golf, bocce, disc golf, archery, snowshoeing, tai chi, yoga, bowling, walking, hiking, and badminton.

Health & Nutrition -9480**Semester Course** (2 periods/cycle)**Open to: 11-12****1.0 credit****Prerequisites: None**

Food is fuel for your body and what you choose to eat can dramatically affect your health, your energy levels, mood and performance. This course will begin with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life and will focus on developing the student's ability to access and evaluate reliable information so they can make healthy nutrition choices. Other topics of exploration include: today's food and eating trends, portion sizes and energy needs for individual activity levels and body types, digestion, fast food and the food production industry, fad diets and supplements.

Optimizing Academics using Movement -9490**Semester Course** (5 periods/cycle)**Open to: 11-12****2.5 credits/semester*****Prerequisites: None**

Would you like to be more focused, improve your memory, become more efficient at processing information, become more resilient, be better able to manage stress, improve your mood and confidence, improve your physical health and academic achievement? If the answer is yes, consider enrolling in this course and be part of a year long research study which will measure the effects of daily physical education on academic achievement, as well as, social, emotional and physical health. Exercise activities include but are not limited to: various types of fitness activities that elevate the heart rate into your training zone, fitness walking, mindful walking, ballroom dance, line dance, tai chi, yoga, flexibility training, positive visualization, relaxation techniques, studying while moving, positive psychology techniques, Brain Gym ® and more! Priority will be given to students in the class of 2020. If you are interested in learning more, see Ms. Renaud.

****Fulfills Junior and Senior requirements*****Peer Mentor* -9910/9920****Semester Course****Open to: Grades 10-12****2.0 credits****Prerequisites: Special Education staff interview and approval**

For the student interested in taking a leadership role to help facilitate social opportunities, build relationships, and broaden interests. Student mentors will work with other students in the

building by helping to develop lessons, aid in teaching, and serve as a socially appropriate peer model. All students feeling they have something to offer are encouraged to take this course. Any student specific strengths, such as, art, music, drama, sports, technology may be incorporated. Students will collaborate with the classroom teachers to formulate their approach and goal within the program. **This course does not fulfill the Wellness graduation requirement.*

SEXUALITY EDUCATION 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.

WORLD LANGUAGE DEPARTMENT

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. To communicate effectively in a language requires many years of dedicated and diligent study and speaking practice. Proficiency in a second language requires work beyond the classroom, including memorization of previously presented concepts and vocabulary. Per American Council of Foreign Language recommendations, ninety percent of instruction is done in the target language and students are expected to use the target language in class. A component of every student's grade is in-class use of the target language.

French I -2111/2112

Open to: Grades 9-12

Prerequisites: None

(2) 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 -2121/2122

Open to: Grades 9-12

Prerequisites: French I

(2) Semester Course

2.5 credits/semester

The goals of this course are to continue to develop proficiency in French and to continue to increase students' cultural knowledge of France and other regions and countries when French is spoken. Through newly acquired vocabulary, students are able to express their ideas and opinions in French composition and conversation about a variety of real-life situations. Students learn to narrate in the present, the past, and the future. With this knowledge, students are able to communicate in French at a basic, but functional level. Daily preparation, attention to detail, accuracy in spoken and written French, and the application of good study skills are emphasized.

French III (CP -2221/2222), (H -2231/2232)**(2) Semester Course****Open to: Grades 10-12****2.5 credits/semester****Prerequisites: French II**

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. Digital media are used to improve understanding. Student-prepared skits, dialogues and presentations are required.

The French III honors curriculum is designed to reinforce and extend the skills that will prepare the learner for French IV honors. Students successful in this level III honors course have superior memorization skills and demonstrate higher-level critical thinking skills in reading, writing, speaking and listening in the target language. Study at this level focuses on mastering advanced grammatical structures, significantly expanding vocabulary in the target language, glean meaning from context and the use of French in all classroom activities.

French IV (CP) -2321/2322**(2) Semester Course****Open to: Grades 11-12****2.5 credits/semester****Prerequisites: French III**

The goals of this course are to orally communicate ideas of a non-technical nature clearly and confidently; to comprehend the essential points of discussion in presentations that use standard French; to read with comprehension most forms of non-technical prose in French; and to express in writing, in a sequential manner, complex ideas using simple language. Daily preparation, attention to detail, accuracy in spoken and written French, and the application of good study skills are emphasized.

Students successful in this course further develop confidence in the use of French. They demonstrate an understanding of the similarities, differences, and culturally determined behaviors of French speakers. Successful students use French during all class activities and they are able to read independently in French. They add significantly to their vocabulary and accurately use more advanced grammatical structures.

The French IV CP curriculum is designed to reinforce and extend the skills that will prepare the learner for enrollment in French V Honors.

French IV (H) -2331/2332**(2) Semester Course****Open to: Grades 11-12****2.5 credits/semester****Prerequisites: French III and/or teacher recommendation**

The Honors French IV course prepares students to enroll the following year in the Advanced Placement French Language or French V Honors. Mastery of advanced grammar,

understanding of syntax, and the extensive memorization and acquisition of a wide variety of vocabulary words and idiomatic phrases are the fundamental goals of this course. Materials used in this course come from a variety of authentic texts and authentic audio. Listening exercises are longer, more complex, and feature different accents from different French speaking countries. Students who are successful in this course are competent grammarians, read selected text independently in the target language and they are comfortable with inference. They are also comfortable discussing a wide variety of topics in the target language only. Daily preparation, attention to detail, accuracy in spoken and written French, and the application of good study skills are emphasized.

French V (H) -24531/24532

(2) Semester Course

Open to: Grade 12

2.5 credits/semester

Prerequisites: French IV

French V Honors serves as an appropriate course for all French IV students (including French IV CP) who have an interest in the language and culture of the French-speaking world. Successful students in French V Honors communicate in French in order to explore and discuss the world today, as well as the history of the French-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 refine their language skills as they explore current events, history and culture, literature, film, and art in order to gain insights into the culture of various countries. Daily preparation, attention to detail, accuracy in spoken and written French, and the application of good study skills are emphasized.

Advanced Placement French Language -2441/2442

(2) Semester Course

Open to: Grade 12

2.5 credits/semester

Prerequisites: French IV (H) and/or teacher recommendation

This course is an appropriate capstone for students completing French Language IV Honors 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 that 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 summer work packet.

Introduction to Spanish -2510/2520

(2) Semester Course

Open to: Grades 9-12

2.5 credits/semester

Prerequisites: None

This course is for students who have never taken any prior foreign language class. Course content includes the introduction and mastery of basic categories of everyday vocabulary and the most frequently used verbs.. The goals of this course are to develop beginning communicative proficiency and cultural awareness. Successful students understand how to pronounce Spanish words and how to use cognates and context clues to develop basic communication skills. They are able to memorize and retain a wide range of vocabulary words useful for simple language interactions. They can recognize and use patterns of grammar to convey meaning. They also 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 I -2521/2522

(2) Semester Course

Open to: Grades 9-12

2.5 credits/semester

Prerequisites: None

This course is for students who need the repetition and reinforcement of concepts taught in Spanish I in the middle school before continuing to Spanish II (CP). The goal of this course is to continue to develop basic Spanish proficiency. Students are expected to have prior knowledge and some mastery of basic Spanish phrases and vocabulary. Course content will include an accelerated review and mastery of basic categories of everyday vocabulary. Emphasis will be placed on mastering the most frequently used verbs and basic commonly used grammatical structures. Successful students understand how to pronounce Spanish words and how to use cognates and context clues to develop basic communication skills. They are able to memorize and retain a wide range of vocabulary words useful for simple language interactions. They can recognize and use patterns of grammar to convey meaning. They also develop knowledge 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 -2621/2622**(2) Semester Course****Open to: Grades 9-12****2.5 credits/semester****Prerequisites: Spanish I**

This course is intended only for those students who have successfully completed Spanish 1 in middle school. The goals of this course are to continue to develop proficiency in Spanish and to continue to increase students' cultural knowledge 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, the past, and the simple future. With this knowledge, students are able to communicate in Spanish at a basic, but functional level. Daily preparation, attention to detail, accuracy in spoken and written Spanish, and the application of good study skills are emphasized.

Global Spanish -2642/2652**(2) Semester Course****Open to: Grades 10-12****2.5 credits/semester****Prerequisites: Spanish I or Intro. to Spanish I;
teacher recommendation**

This Spanish course is designed to follow Intro to Spanish I or Spanish I classes taken at the high school. The emphasis of this course is the study of various facets of Spanish culture and learning basic conversational Spanish pertinent to everyday use – how to order food in a restaurant, giving and receiving map directions, making purchases, etc. There is less focus on learning grammatical structures of Spanish and more focus on memorizing useful Spanish phrases that would aid a person traveling in a Spanish speaking country or working with Spanish speaking people. A student who successfully completes this second year foreign language course has met the foreign language requirement to graduate from Hopkinton High School. This class does not prepare students to take Spanish III. Students who successfully complete this class and wish to continue their study of Spanish should enroll in Spanish II.

Spanish III (CP -2721/2722), (H -2731/2732)**(2) Semester Course****Open to: Grades 10-12****2.5 credits/semester****Prerequisites: Spanish II**

Students successful in this course learn to read with greater facility and with greater understanding than in Spanish II. They read skill-appropriate authentic text, such as magazine articles, short stories, poems, and songs, and they learn to discuss and write about these works in the target language. They continue to expand their vocabulary, with increased emphasis on polishing oral and written communication. Attention is given to presenting material using 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.

The Honors Spanish III curriculum is designed to reinforce and extend the skills that will prepare the learner for Honors Spanish IV. Students successful in this level III honors course have superior memorization skills and demonstrate higher-level critical thinking skills in reading, writing, speaking and listening in the target language. Study at this level focuses on mastering

advanced grammatical structures, significantly expanding vocabulary in the target language, glean meaning from context and the use of Spanish in all classroom activities.

Spanish IV (CP) -2821/2822

(2) Semester Course

Open to: Grades 11-12

2.5 credits/semester

Prerequisites: Spanish III

The goals of this course are to orally 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. Daily preparation, attention to detail, accuracy in spoken and written Spanish, and the application of good study skills are emphasized.

Students successful in this course further develop confidence in the use of Spanish. They demonstrate an understanding of the similarities, differences, and culturally determined behaviors of Spanish speakers. Successful students use Spanish during all class activities and they are able to read independently in Spanish. They add significantly to their vocabulary and accurately use more advanced grammatical structures.

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

Honors Spanish IV (H) -2831/2832

(2) Semester Course

Open to: Grades 11-12

2.5 credits/semester

Prerequisites: Spanish III (H) and/or teacher recommendation

The Honors Spanish IV course prepares students to enroll the following year in Advanced Placement Spanish Language or Honors Spanish V. Mastery of advanced grammar, understanding of syntax, and the extensive memorization and acquisition of a wide variety of vocabulary words and idiomatic phrases are the fundamental goals of this course. Materials used in this course come from a variety of authentic texts and authentic audio. Listening exercises are longer, more complex, and feature different accents from different Spanish speaking countries. Students who are successful in this course are competent grammarians, read selected text independently in the target language and are comfortable with inference. They are also comfortable discussing a wide variety of topics in the target language only. Daily preparation, attention to detail, accuracy in spoken and written Spanish, and the application of good study skills are emphasized.

Honors Spanish V (H) -28531/28532

(2) Semester Course

Open to: Grade 12

2.5 credits/semester

Prerequisites: Spanish IV

Spanish V Honors serves as an appropriate course for all Spanish IV students (including Spanish IV CP) who have an interest in the language and culture of the Spanish-speaking world. Successful students in Spanish V Honors communicate in Spanish in order to explore and discuss the world today, as well as the history of the Spanish-speaking world.

Mandarin Chinese II (H) -2041/2042**(2) Semester Course****Open to: Grades 10-12****2.5 credits/semester****Prerequisites: Mandarin Chinese I**

Topics of Chinese II include school life, extracurricular activities, shopping, food, colors, holidays and daily routines. Grammar is added and further developed using supplemental materials. By the end of the course, the students will be able to read and write commonly used Chinese characters, describe basic information, give simple commands and requests, write personal journals, and give short dialogues. They will also be able to identify some customs, traditions, and viewpoints of the target culture. Daily preparation, attention to detail, accuracy in spoken and written Chinese and the application of good study skills are emphasized.

Mandarin Chinese III (H) -2051/2052**(2) Semester Course****Open to: Grades 11-12****2.5 credits/semester****Prerequisites: Mandarin Chinese II**

Topics of Chinese III include transportation, food and drink, weather and travel, shopping, offering help and asking for help. Students will improve their skills in reading, writing, speaking and listening in Chinese. They will continue to learn about cultural topics by exploring the practices, products, and perspectives associated with various customs and traditions, as well as by making comparisons with their own culture. Daily preparation, attention to detail, accuracy in spoken and written Chinese and the application of good study skills are emphasized.

Mandarin Chinese IV (H) -2061/2062**(2) Semester Course****Open to: Grade 12****2.5 credits/semester****Prerequisites: Mandarin Chinese III**

Topics of Chinese IV include sports, travel, housing, and life at school. Students will continue to improve their skills in reading, writing, speaking and listening in Chinese. Presentation skills will be emphasized. They will continue to learn about cultural topics by exploring the practices, products, and perspectives associated with various Chinese customs and traditions, as well as by making comparisons to their own culture. Students will explore the effect that recent economic growth has had on the country of China. Daily preparation, attention to detail, accuracy in spoken and written Chinese, and the application of good study skills are emphasized.