

Dear Students:

The Hopkinton High School Program of Studies 2014-2015 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 2014-2015 school year, 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.

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

The Hopkinton High School Program of Studies 2014-2015 is compiled and posted prior to the finalization of the school budget and the collection of student requests for classes. I want to make certain that you and your parents understand that some of the courses in these listings may not be offered or may be modified due to either insufficient funding or low enrollment. In all instances, however, students will be able to take the courses that are required for graduation.

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

Sincerely,

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, or veteran, marital, or citizenship status.

Hopkinton High School Mission Statement

Striving for Excellence

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

Academic, Social and Civic Expectations

Academic Expectations

Students will communicate effectively through speaking.

Students will read critically.

Students will write clearly and effectively.

Students will demonstrate creativity.

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

Social Expectations

Students will demonstrate respect for others and themselves.

Students will accept others and appreciate differences.

Students will demonstrate empathy and compassion in their daily interactions.

Civic Expectations

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

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

Students will contribute to the school and the greater community.

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COURSE DESCRIPTION BY DEPARTMENT

Visual and Graphic Arts
Business/Technology/Media Arts
Drama
English
Foreign Languages
History and Social Sciences
Mathematics
Music
Science
Wellness

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 January

.

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

COUNSELING SERVICES

The counseling staff at Hopkinton High School is committed to providing quality services for all students. Our licensed, professional school counselors serve as academic advisors, future-planning guides, and personal supports to students and families during the high school years. Counseling services address the developmental needs of all students through planned, sequential activities. Counselors work with students, individually and in small groups, on social, emotional and academic development issues, conflict resolution, crisis intervention, problem-solving, and career and 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:

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

The dates of these can be found in the HPTA Source Book, and on the Hopkinton High School Counseling website.

COLLEGE MINI-FAIRS

The Counseling Office coordinates college mini-fairs in the early fall for juniors and seniors. At these mini-fairs, approximately 150 college representatives visit our high school to meet with students and provide information about their colleges. The mini-fairs are arranged in conjunction with the counseling departments of Holliston, Ashland and Milford High Schools. A list of the colleges attending the mini-fairs is posted on the HHS website with links to the homepages of the colleges so that students and parents can preview and/or do follow-up investigations of the schools. Occasionally, other college representatives schedule visits throughout the academic year and are available to meet with students. Students are notified through 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, positive decision-making, and coping skills. **This course is mandatory for grade 9 students.**

Sophomore Career Workshops

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

Junior Guidance Seminar

School counselors meet with juniors in small groups for one class period every 7-day rotation during the second semester. These seminars are designed to assist juniors in exploring post-graduation options, beginning the college admissions process, and gathering resources, organizing data and evaluating information on colleges and careers. Topics addressed include future educational options, types of admission 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.

GENERAL GUIDELINES

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

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

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

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

COURSE REQUIREMENTS

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

MINIMUM GRADUATION REQUIREMENTS

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

Beginning with the Class of 2014

ENGLISH	20	Credits
MATHEMATICS	20	Credits
SCIENCE	15	Credits
HISTORY	15	Credits
FOREIGN LANGUAGE	10	Credits
WELLNESS	7	Credits
ARTS & TECHNOLOGY	5	Credits *
OTHER	<u>21</u>	Credits
Total	113	

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

*Arts may be visual or performing.

**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 (90%) and the end-of-semester assessment (10%). The semester grades for each course will appear on the student's transcript.

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

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

COURSE LEVELS

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

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

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

ACCELERATED (AC): Accelerated 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.

Expectations for Honors Courses

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

1. Actively engages in and takes responsibility for his/her own learning; is organized, prepared, and willing to ask for help
2. Asks questions to acquire understanding in class; seeks additional instruction outside of class when necessary to clarify understanding
3. Consistently and thoroughly completes homework assignments on time

4. Actively and voluntarily participates in daily classroom activities, remaining focused on the learning objectives
5. Takes a leadership role for assigned collaborative projects and works independently and enthusiastically on individual projects
6. Enjoys and participates in evaluative and analytical discussions
7. Pursues opportunities for revision or extra-credit, if presented

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.

Expectations for AP Courses

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

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

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

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

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

AP teachers have the right to suggest a student reconsiders the course at the semester break if the student is not meeting the AP expectations. The decision will be made in conjunction with administration and guidance.

AP TEST POLICY

Advanced Placement courses are advanced level courses that culminate with an examination which provides an opportunity for students to receive college credit. Students who enroll in Advance Placement classes are expected to register for and take the AP exams, which are held in May. This is a course expectation in all AP courses. These exams cost approximately \$90.00 per test. The test fee is to be paid by the student by November 15th of the current school year. Payment received after November 15th will incur a \$15 late fee. Limited financial assistance is available for students who are unable to afford the test fee. If requested, we can arrange for an installment payment plan over several months. Please see your counselor for more information on the test fee waivers. Students who are enrolled in an AP class at HHS and decline to take the AP exam will be required to take a final examination in that course.

COURSE LEVEL SELECTION

Students receive teacher recommendations regarding level in sequential subjects.

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

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

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 (by April 1st.) The override will only be considered through a hearing process that involves the student, his/her parents, and their assistant principal. If a student is granted an override, they are required to stay in the course for at least one semester unless removal is approved by the principal.

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 full year course after the first 7 days of the semester unless approved by the Academic Review Council.

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.

If a level change is granted, the student will take with them the grade they earned from the previous class. All *Level changes* must be made no

later than half way through the semester unless approved by the Academic Review Council.

ACADEMIC REVIEW COUNCIL

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

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

MARKING SYSTEM

- A** This grade indicates superior performance coupled with outstanding achievement in the mastery of subject matter and skills. (This letter grade reflects a numerical value between 90 and 100.)
- B** This grade indicates above average performance in the subject. Achievement in this subject has also been above average in mastering subject matter and skills. (This letter grade reflects a numerical value between 80 and 89.)
- C** This grade indicates average performance in the subject. Achievement has been satisfactory and some mastery has been reached in the area of subject matter and skills. (This letter grade reflects a numerical value between 70 and 79.)
- D** This grade, although passing, indicates unsatisfactory performance in the subject. Achievement has been poor and little or no mastery

has been reached in subject matter and skills. (This letter grade reflects a numerical value between 60 and 69.)

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

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

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

GRADE POINT AVERAGE

A weighted Grade Point Average will be determined for all Hopkinton High School students, based on a 4.0 scale. The Grade Point Average (GPA) will be based on grades in academic subjects only. Weight shall be given to honors level (+.5), accelerated level (+.75), and advanced placement classes (+1.0), according to the following scale:

Points

Grade	College Prep	Honors	Accelerated	AP
A+	4.3	4.8	5.05	5.3
A	4.0	4.5	4.75	5.0
A-	3.7	4.2	4.45	4.7
B+	3.3	3.8	4.05	4.3
B	3.0	3.5	3.75	4.0
B-	2.7	3.2	3.45	3.7
C+	2.3	2.8	3.05	3.3
C	2.0	2.5	2.75	3.0
C-	1.7	2.2	2.45	2.7
D+	1.3	1.8	2.05	2.3
D	1.0	1.5	1.75	2.0
D-	0.7	1.2	1.45	1.7

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

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

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

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

HONOR ROLL

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

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

Honors: B+ average (87-89) 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+.

SUMMER SCHOOL

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

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

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

NIGHT SCHOOL

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

ALTERNATIVE COURSES

21st CENTURY LEARNING

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

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

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

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

INDEPENDENT STUDY

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

VIRTUAL HIGH SCHOOL

Sixty seats in a choice of over 200 Virtual High School courses are available each semester for students to venture into the world of on-line education. Hopkinton High School has joined the Concord Consortium of Virtual High School, courses that are offered by teachers across the country, in a wide variety of disciplines, and levels including Advanced Placement. Virtual High School will broaden the opportunities for students at Hopkinton High School to include such course offerings as: World Conflict: A United Nations Introduction, Hearts of Darkness: Meeting Ourselves in Literature, Math You Can Use In College, Sports and American Society, Bioethics Symposium, Lewis and Clark's Expedition: An Interactive Journey, Eastern and Western Thought, Evolution and the Nature of Science, and International Business: An Exploration. All of the core courses are NCAA accredited. For a full listing with descriptions of courses offered, visit <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 Spring 2014 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. To initiate the process please see your counselor.

TEC Online Academy

Fifteen seats in a choice of the TEC Online Academy courses are available each semester for students grade 10-12 with priority given to upper class students at HHS. The TEC collaborative of area schools broadens the HHS catalog options to include courses such as: Spanish for Business, Genetics, The Archaeology of Ancient Greece, and Cybercrime and Security. For a full listing of course offerings visit the TEC Online website: <http://www.tec-coop.org/tec-online-academy> and click on Course Information. Students must register for TEC online courses in spring 2014 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.

SPECIAL NEEDS PROGRAM

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

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

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

SECTION 504 of the Rehabilitation Act of 1973

The Hopkinton Public School System does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, or

disability in admission to, access to, employment in, or treatment in its programs and activities.

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

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

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

You have the right to the following:

- Right to have your child with disabilities take part in and receive benefits from public education programs without discrimination because of her or his disability.
- Right to receive all information in the parent's or guardian's native language or primary other mode of communication.
- Right to have your child receive a free appropriate public education, which includes the right of the child to be educated with students without disabilities to the maximum extent appropriate.
- Right to have your child have equal opportunity to participate in school programs and extracurricular activities sponsored by the school.
- Right to receive notice a reasonable time before a district identifies, evaluates or changes your child's placement.
- Right to inspect and review all of your child's educational records, including the right to obtain copies of education records at reasonable cost unless the cost would deny you access to the records, and the right to amend the record if you believe information contained in the record is inaccurate, misleading, or if the school district refuses to amend the record, you have a right to request a hearing.
- Right to have educational evaluation and placement decisions made based on information from a variety of sources and by persons who

know the needs of the student, meaning of evaluation data and placement options.

- Right to periodic reevaluation and evaluation before any significant change in placement.
- Right to an impartial hearing if you disagree with the school district's proposed action. You will be an active participant. You have the right to be represented by counsel in the impartial hearing process. You have the right to appeal the impartial hearing officer's decision.

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

Marijane Hackett., Coordinator
Section 504 District Compliance
Hopkinton Public Schools
89 Hayden Rowe Street
Hopkinton, MA 01748
508-417-9360

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

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

SENIOR PROJECT

4th quarter Senior Year

The Senior Project is a final culminating learning experience for 12th grade students. Students will be excused from classes the last 4 weeks of the school year to pursue a particular interest or career path that is of interest to them. This may include, but is not limited to, interning at a work site, performing community service, or developing a creative project. During the 4-week project, students are required to maintain an online journal and to submit weekly essays about their experiences. Upon the conclusion of the experience, the student presents what s/he learned to an audience of impartial observers. Students are graded on the aforementioned three components. Students will receive a grade of

Pass/Fail for his/her project. Credit for fourth quarter will be awarded upon successful completion of the entire project. The total credit will be awarded as 1.25 English with the balance as miscellaneous. Any senior in good academic standing at the close of the third quarter will be eligible to participate.

DUAL ENROLLMENT

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

LIBRARY MEDIA CENTER

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

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

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

CO-CURRICULAR ACTIVITIES

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

ATHLETICS

FALL SEASON

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

WINTER SEASON

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

SPRING SEASON

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

CLUBS AND ACTIVITIES

Art Club
Art Reach
Band
Best Buddies
Book Club
Chorus
Clay Club
Community Service/Leo Club
Diversity Club
Drama Club
Environmental Club
French Club
Game Club
Garden Club
GSA
Hopkinton Youth Commission
Intramurals
Latin Club
Jazz Ensemble
JSA (Junior States of America)
Literary Magazine
Math Club
Microfinance Club
Mock Trial
Model United Nations
Newspaper Voice
National Honor Society
Peer Leaders
Peer Tutoring
Photography
Philosophy
Red Cross
Robotics
SADD
School Council
Skateboard Club
Spanish club
Student Advisory Council
Student Council
Unite

ART DEPARTMENT

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

-Massachusetts Arts Curriculum Framework

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

FINE ARTS COURSE SUMMARY

Studio Art:

Studio Art I
Studio Art II
Studio Art III
Studio Art IV
Studio Art V: Portfolio
AP Studio Art

Computer Arts:

Digital Art*
Flash Animation*
Graphic Design I*
Graphic Design II

Photography

Photography I
Photography II
Photography III
Digital Photography*

Ceramics

Introduction to Ceramics *
Ceramics II
Ceramics III
Ceramics IV

Specialty courses

Animation I*

Fashion and Textile Design*

Studio Art I:

Open to: Grades 9 - 12

Course Prerequisites: None

Semester

2.5 credits

The emphasis of this course is on building skills in art. Studio art projects 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.*

Studio Art II

Open to: Grades 9 - 12

Course Prerequisites: Studio Art I: Intro. to Art

Semester

2.5 credits

This course continues to build on the skills and knowledge learned in Studio Art I. Projects will focus on invention in drawing, painting, and thinking about art, while developing your **visual imagination**. You will learn about contemporary artists, and try your hand at a wide range of projects such as artists books, gesture drawing, sumi-e ink painting, oil painting and altered 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.*

Studio Art III

Open to: Grades 10 - 12

Course Prerequisites: Studio Art II

Semester

2.5 credits

This course continues to build on the skills and knowledge learned in previous Studio Art classes. Projects focus on **observational skills** and helping you develop your own **artistic voice**. A variety of concept- based studio experiences allow you to further develop technique, improve communication, and explore the process of making art. Special attention will be given to painting techniques in acrylics and water-based oils, in a variety of styles.

Studio Art IV**Open to: Grades 10 – 12****Course Prerequisites: Studio Art III****Semester
2.5 credits**

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

Studio Art V: Portfolio**Open to: Grades 11 – 12****Course Prerequisites: Studio Art IV****Semester
2.5 credits**

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.*

AP Studio Art**Open to: Grades 11-12****Prerequisites: 4 semesters of art* (see below) and teacher recommendation****Two Semester Course
2.5 credits/ semester**

This is a college level course intended for students who have specialized in any of the visual arts: Studio Art, Photography, Computer Art, or Ceramics. At this level, students are consistently generating portfolio level artwork that follows the guidelines of Advanced Placement Studio Art. Students choose a central theme around which they create a body of artwork that showcases quality in concept, design elements and technical skill. This course incorporates writing, discussion, and group

critique to the studio art experience with the emphasis on becoming a more independent and articulate artist. Students who wish to elect this course must present a collection of their artwork done to date and get permission from an art teacher. A complete portfolio will be submitted to the College Board in May. *Note: 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 some materials.

Digital Art

Open to: Grades 9 - 12

Prerequisites: None

Semester

2.5 credits

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

Flash Animation

Open to: Grades 9 - 12

Prerequisites: None

Semester

2.5 credits

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

Graphic Design I

Open to: Grades 9 - 12

Prerequisites: None

Semester Course

2.5 credits

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 & stationary, snowboards, packaging, book jackets, and webpage 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 - Hybrid

Open to Grades 9-12

Prerequisites: Graphic Design I

Semester Course

2.5 credits

Using the skills acquired in Graphic Design I, students will further explore the subject of design and typography. This class will be offered in hybrid format, consisting of part classroom and part online instruction. 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.

Animation I

Open to: Grades 9 - 12

Prerequisites: None

Semester Course

2.5 credits

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

Digital Photography Hybrid

Open to: Grades 9-12

Prerequisites: None

Hybrid Format

Semester Course

2.5 credits

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.

Photography I

Open to: Grades 09-12

Prerequisites: None

Semester Course

2.5 credits

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

Photography II

Open to: Grades 09-12

Prerequisites: Photography I

Semester Course

2.5 credits

Students taking this course further explore the creative possibilities and boundaries of the medium in both film and digital formats. More advanced exposure control, camera operation, and black and white film developing and darkroom printing techniques will be developed in this course. Explorations in digital photography are also an emphasis of the course and provide students with opportunities to work with color, mixed media, and large-scale digital printing. The class sessions will be used for discussion, critique of student's work, technical demonstrations, and darkroom lab time. Picture taking are done outside of class on the student's own time. Students are encouraged to obtain the use of a fully manual focus and exposure capable camera for this course. There will be

art department cameras available for those students who cannot obtain a camera for the course. When students use department cameras, they are responsible for replacing the camera if it is lost, damaged, or stolen. *Note: A lab fee is required for materials.*

Photography III

Open to: Grades 10-12

Prerequisites: Photography II

Semester Course

2.5 credits

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

Introduction to Ceramics

Open to: Grades 9 - 12

Prerequisites: None

Semester Course

2.5 credits

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

Ceramics II

Open to: Grades 10 - 12

Prerequisites: Intro to Ceramics

Two Semester course

2.5 credits per semester

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

Ceramics III**Open to: Grades 11 - 12****Prerequisites: Ceramics II****Semester Course****2.5 credits**

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

Ceramics IV**Open to: Grade 12****Prerequisites: Ceramics III****Semester Course****2.5 credits**

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

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

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

Yearbook I**Open to: Grades 10 through 12****Prerequisites: None****Two Semester Course****2.5 credits**

Have you ever wondered how a book was made from cover to cover? Do

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

BUSINESS/TECHNOLOGY/MEDIA ARTS

As we advance through the 21st century, it becomes clear that technology, communications, and basic business skills are powerful tools for success in the working world. The demand for these tools comes from every industry imaginable. These classes will help students communicate ideas through accessible, user-friendly technologies and gain a better understanding of the power of these media in developing creativity, innovation, and other higher-order thinking skills. The knowledge and skills learned here, with the tools to use them, will be essential in both the workplace and in a global arena. Classes are designed to make students more marketable and adept in more than one area. The expectations and technology are comparable with the industry standard and colleges.

Honors Engineering and Technology (H)

Open to: Grades 10 – 12

***Prerequisites: Physical Science and/or
Teacher Recom.***

***Semester Course
2.5 credits***

Engineering is the science of making things for the real world, and its practice reinforces many real-world lessons such as anticipating consequences and learning from failure. This course applies both math and science, but does not require an advanced math or physics background. However, as an honors class, critical and independent thinking will be necessary for success. Students will implement the engineering design process through many eye-opening, hands-on projects. Students design, test, and build rockets, bridges, potato cannons, and other practical objects, using everyday materials such as spaghetti and soda straws. They simulate how their designs will behave by using freely available computer software. The lessons teach logic and practical thinking, correcting errors, and testing hypotheses, important life skills even for the non-engineer. This is a valuable project-based overview of the STEM (science/technology/engineering/math) disciplines and how they converge in business and industry.

Introduction to Robotics

Open to: Grades 9-12

Prerequisites – none

***Semester Course
2.5 Credits***

This course is designed to provide students with basic knowledge and skills necessary to understand, design, construct, program and operate a basic robot. Students will be able to design and manufacture a mechanical robot and complete in-school challenges. Students will

develop their collaboration and problem solving skills in addition to learning the design process and basic computer programming.

HHS Student Help Desk

Open to: Grades 11-12 with above average level of technical competency. Approval required

**Semester Course
2.5 credits**

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, and the iPad iOS.

Film and Television

***Open to: Grades 9 – 12
Prerequisites: None***

**Semester Course
2.5 credits**

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

Senior Capstone Project

***Semester Course
Open to: Grade 12***

2.5 Credits

The Senior Project class will help students create an opportunity to work on and explore an independent experience, focused on a passion; the students may choose to pursue a potential career, participate in an extended community service project, or explore a deep, personal interest. The class will focus on self-directed learning, personal growth, and leadership development. The goal of the Senior Project Class is to provide

a helpful transition between the expectations of high school course work and those of college and adult life. Students will choose their own project focus and then will work with the classroom teacher to construct an essential question, conduct research and interviews, work with a mentor who is knowledgeable in the chosen field, reflect and write about the research and experiences, and preparing to present the final project to a panel. Because this is a hybrid course, students will meet with the classroom teacher during some class periods, while being given other class time to work on the Senior Project experience outside the classroom.

Advanced Film and Video Production

Open to: Grades 10 – 12

Prerequisites: Film and Television

Semester Course

2.5 credits

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

Introduction to Business/Personal Finance

Open to: Grades 9 - 12

Prerequisites: None

Semester Course

2.5 credits

This course is an introduction to essential business skills such as management, understanding consumer needs, and ethical/responsible behavior. Business is also used as a way of illustrating important real world skills such as making decisions, managing processes, critical thinking, and acting as a responsible citizen. The course is hands-on, project based, and utilizes a variety of engaging computer-based simulations which allow students to operate convenience stores, distribution centers, and experience other realistic situations. A significant “life skills” unit teaches financial literacy, setting financial goals, managing your career, understanding credit and debt, and achieving balance between personal and work life.

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

Entrepreneurship focuses on the process of creating a business from an idea. Curriculum topics include Skill Assessment, Business Planning, Ownership, Government, Finance, Target Marketing, and Technology. The class engages in realistic product design, manufacturing, sales planning, and budgeting. As the final project, students present their fully-detailed business plans to the class as they would to potential investors.

WHPS – Radio Production I**Open to: Grades 9 - 12****Prerequisites: None****Semester Course****2.5 credits**

Welcome to the world of Internet radio! WHPS – *The Jungle* – is Hopkinton High School’s online radio station and offers budding broadcasters the opportunity to host their own radio show, and to learn the basics of digital audio production by using Audacity, GarageBand, and Adobe Audition – as well as a variety of studio recording equipment – to write, record, mix, and produce a variety of material that is similar to what is heard on a typical radio station. Projects will include shorter radio spots (e.g., drops, promos, and public service announcements), to longer productions (e.g., music programs and interviews). WHPS can be heard 24/7 on Live365 (<http://www.live365.com/>), and student projects will also be posted on the class web page for on-demand access and listening.

WHPS – Radio Production II**Open to: Grades 9 - 12****Prerequisites: Radio Production I****Semester Course****2.5 credits**

Students will continue to develop their digital audio production skills by planning and producing more comprehensive programs and projects. As their writing and performing skills improve, they will create full-featured music, talk, news, and sports programs. In addition to refining their production and presentation skills, students will continue to have the opportunity to host their own radio shows, as well as plan and participate in a radio promotion. WHPS can be heard 24/7 on Live365 (<http://www.live365.com/>), and student projects will also be posted on the class web page for on-demand access listening.

Sports Broadcasting**Open to Grades 9-12****Prerequisites: none (Journalism preferred)****Semester Course****2.5 credits**

This course is designed to develop visual and media literacy skills, included in broadcasting, journalism, and digital storytelling. Focusing on both on-air talent and behind-the-scenes production fundamentals of sports media, students will have ample opportunity to produce sports media content in front and behind the camera. Additionally, students will analyze an array of programming, developing skills in writing, speaking, delivering material for broadcast. Students will serve as talent and crew. This course provides hands-on learning opportunities for student interested in media production.

Mobile Application Development**Open to: Grades 9 – 12****Prerequisites: None****Semester Course****2.5 credits**

Design and create an original mobile web-based application that can be accessed from and utilized on your mobile device. Using the Dreamweaver integrated development environment (IDE) and the jQuery Mobile framework, students will create a dynamic touch-enabled user interface (UI) for their mobile device. Students will then learn the basics of computer programming by using jQuery and JavaScript to add interactivity to their applications. Student projects will also be posted on the class web page for on-demand access and viewing.

Creating Digital Media through iLife '11**Open to: Grades 9 – 12****Prerequisites: None****Semester Course****2.5 credits**

Students will become producers of original media-rich digital content by developing slideshows, videos, musical compositions, podcasts, and websites utilizing iLife '11, the suite of digital content creation applications from Apple. Students will learn the key concepts and features, and gain fundamental skills on iPhoto, iMovie, GarageBand, iWeb, and iDVD, by planning, creating, and sharing a variety of dynamic projects that can be incorporated into their academic, as well as personal, lives. Upon completion of the course, students will be prepared to take the iLife Associate Level Certification Exam (available from Apple), which will distinguish them as a skilled user of the iLife product suite.

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

Web Page Design introduces students to the World Wide Web, and the web page design and creation process. Students will learn the basics of HTML and Cascading Style Sheets (CSS) by completing a series of standards-based projects using TextWrangler, a simple text editor. Once the basics are understood, students will continue to develop their web page design skills by learning and using Adobe Dreamweaver, an HTML editor, to create more robust web sites. Adobe Photoshop will also be used to edit images and create original graphics for their pages. Student projects will also be posted on the class web page for on-demand access and viewing.

DRAMA DEPARTMENT

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

Acting I

Open to: Grades 9 – 12

Prerequisites: None

***Semester Course
2.5 credits***

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

Public Speaking

Open to: Grades 9 – 12

Prerequisites: None

***Semester Course
2.5 credits***

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

Passages

Open to: Grades 11-12

Prerequisites: None

***Semester Course
2.5 Credits***

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 communication practices (both interpersonal and intrapersonal).

ENGLISH DEPARTMENT

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

Course Sequence

Grade 9 English 9

Grade 10 English 10

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

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

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

Grade 9 - 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.

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

In English 9, students will 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 Chocolate War*, the play *Romeo and Juliet*, and outside reading of a student's choice.

Grade 10 - Appreciation of Differences

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

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

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

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

Texts may include, but are not limited to, *Night*, *Maus*, *Animal Farm*, *A Midsummer Night's Dream*, *Othello*, *The Metamorphosis*, *In the Time of the Butterflies*, *1984*, *Antigone*, *The Secret Life of Bees*, and *Of Mice and Men*. In addition, students will read selected short stories and poetry.

Grade 11 – The American Experience

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

American Literature (CP), (H)

Open to: Grade 11

Prerequisites: English 10, teacher recommendation for (H)

Semester Course

2.5 Credits

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

Grades 11 and 12 – Human Nature: Reflections from Literature

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

Advanced Placement English Language and Composition (AP)

Open to: Grades 11 and 12

Two Semester Course

Prerequisites: Teacher Recommendation

2.5 credits per sem.

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

Advanced Placement English Literature and Composition (AP)

Open to: Grade 12

Two Semester Course

Prerequisites: Teacher Recommendation

2.5 credits per sem.

Advanced Placement English Literature is a college-level, senior course that prepares students to take the Advanced Placement English Literature and Composition test. The course emphasizes the development of skills in critical reading of literature, and in writing about literature

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

British Literature (CP), (H)

Open to: Grades 11 – 12

Prerequisites: None

Semester Course

2.5 credits

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

Comparative Mythology (CP), (H)

Open to: Grades 11 – 12

Prerequisites: None

Semester Course

2.5 credits

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

Contemporary Literature (CP),(H)

Open to: Grades 11 – 12

Prerequisites: None

Semester Course

2.5 credits

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

Creative Writing (CP), (H)

Open to: Grades 11 – 12

Prerequisites: None

Semester Course

2.5 credits

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

English for the Modern World (CP)

Open to: Grades 11 – 12

Prerequisites: None

Semester Course

2.5 credits

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

Literature and War (CP), (H)

Open to: Grades 11 – 12

Prerequisites: None

Semester Course

2.5 credits

This course will examine the challenges, problems, and opportunities of war, 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.

Multicultural Literature (CP), (H)

Open to: Grades 11 – 12

Prerequisites: None

Semester Course

2.5 credits

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 can teach us more about ourselves and how we relate within society, paying close attention to the issues of race, gender, and class. There will be two online classes meeting in a seven-day rotation, so the student must be prepared for this level of independence in a course. Possible texts include: Du Bois excerpts, Toni Morrison's *The Bluest Eye*, Alice Walker's *The Color Purple*, various non-fiction pieces, Paul Haggis' *Crash*, Julia Alvarez's *How the Garcia Girls Lost their Accents*, and Amy Tan's *The Joy Luck Club*. A media literacy unit is a component of this course.

Film as Literature (CP)

Open to: Grades 11 – 12

Prerequisites: None

Semester Course

2.5 credits

This is a course that examines the evolution of the medium of film as a major storytelling device in an effort to establish film literacy. We will examine how we experience story as the spectators of a film and familiarize ourselves with the principals of narrative construction within the cinematic arts. Film as a literary form is reflective of the moral compass of society, giving us a window into the cultural, ethical, and social complexities connected with a given time period. By studying

film's development as a literary art form from the late 19th century into the early 21st, we will trace the impact of technological advancement on our expectations of the cinematic experience.

Journalism for the 21st Century (CP), (H)

Open to Grades 11-12

Prerequisites: None

Hybrid

Semester Course

2.5 credits

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

WORLD LANGUAGE DEPARTMENT

Philosophy

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

Expectations

To communicate effectively in a language requires many years of dedicated and diligent study 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 target language use.

Requirements

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

Levels

Honors classes are not offered until the third year of study in Spanish and French. This allows students a year of target language study at the high school level before determining if honors level is the proper placement.

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

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

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

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

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

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

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

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

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

French IV (CP), (H)

Open to: Grade 11-12

Prerequisites: French III

Two Semester Course

2.5 credits/semester

In this course students strive toward language proficiency that allows them to communicate easily with native speakers of French on a variety of non-technical topics. Students are able to support an opinion, express emotion, participate in topical discussions, and meet the daily challenges of any French-speaking country. The course is taught entirely in French and students are required to use French exclusively in the classroom in order to attain the highest level possible of oral and written proficiency.

Understanding of international francophone culture is strengthened through the use of literary texts, several French films, and Internet activities. These activities help students improve their listening, speaking, reading, and writing skills and provide the basis for spontaneous conversations. Written and oral reports, as well as critical essays, are a significant component of the instructional program. The French IV curriculum prepares students for French V or AP French on-line through the reading, discussion, and analysis of short stories, poems, and excerpts from novels written by French-speaking authors from France, Africa, Canada, and the Caribbean.

Honors French V

Open to: Grade 12

Prerequisites: French IV

Two Semester Course

2.5 credits/semester

This course is an appropriate capstone for students completing French IV. This course is for students who have an interest in the French language and the cultures of the French-speaking world. The course is taught entirely in French and students are required to speak French exclusively in the classroom in order to attain the highest level possible of oral proficiency.

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

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

Advanced Placement French Language (AP)

Open to: Grade 12

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

Two Semester Course

2.5 credits

Per semester

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 thorough grammar review, read a short story and complete associated comprehension and writing exercises before school opens in the fall.

Intro to Spanish (CP)
Open to: Grade 9 - 12
Prerequisites: None

Two Semester Course
2.5 credits per semester

This course is for students who have never taken any prior Spanish class. Course content includes the introduction and mastery of basic categories of everyday vocabulary and the most frequently used verbs in present and preterit tenses. 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 (CP)
Open to: Grade 9 - 12
Prerequisites: Middle School
Spanish 1

Two Semester Course
2.5 credits per semester

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 in present and preterit tenses 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 CP

Open to: Grade 9 - 12

Two Semester Course

Prerequisites: Spanish I in grade 8 with teacher recommendation ***2.5 credits per semester***

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 and the past. With this knowledge, students are able to communicate in the language at a functional level. Daily preparation, attention to detail, accuracy in spoken and written Spanish, and the application of good study skills are emphasized.

Global Spanish CP

Open to: Grade 10 - 12

Two Semester Course

Prerequisites: Spanish I or Intro. to Spanish I taken at the HIGH SCHOOL. Teacher recommendation is required. ***2.5 credits per semester***

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 exchange money, 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. This course fulfills the second year of world language study of high school graduation requirement.

Spanish III (CP), (H)

Open to: Grade 10 – 12

Prerequisites: Spanish II

**Two Semester Course
2.5 credits per semester**

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

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

Spanish IV (CP)

Open to: Grade 11 - 12

Prerequisites: Spanish III

**Two Semester Course
2.5 credits per semester**

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 Spanish IV

Open to: Grade 11 & 12

Two Semester Course

Prerequisites: Spanish III (H) and/or

2.5 credits per semester

Teacher Recommendation

The Honors Spanish IV course prepares students to enroll the following year in the 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 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 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 Spanish, and the application of good study skills are emphasized.

Honors Spanish V (H)

Open to: Grade 12

Two Semester Course

Prerequisites: Spanish IV

2.5 credits per semester

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

Students integrate their high school language learning experiences to make connections between the language and culture studied and international affairs, career paths and other disciplines. Attention is given to presenting material using techniques appropriate for a variety of learning styles. Students 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 Spanish, and the application of good study skills are emphasized.

Advanced Placement Spanish Language (AP)

Open to: Grade 12

Two Semester Course

***Prerequisites: Honors Spanish IV
and/or Teacher Recomm.***

2.5 credits per semester

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

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

To prepare for the course, students will complete a summer work packet.

Honors Mandarin Chinese I (H)

Open to: Grade 9-12

Two Semester Course

Prerequisites: None

2.5 credits per semester

Topics of Chinese I include a brief introduction to Chinese Pinyin, emphasizing oral expression and phonetics, greetings, family, self-

introduction, numbers, hobbies and daily routines. By the end of this course, the students will be able to read and write commonly used Chinese characters, greet people, ask and answer basic questions, express personal preferences and hobbies, and understand simple daily communications. They will also be able to comprehend the main idea in recordings, authentic written material, and respond to simple commands. Daily preparation, attention to detail, accuracy in spoken and written Chinese and the application of good study skills are emphasized.

Honors Mandarin Chinese II (H)

Open to: Grade 10-12

Prerequisites: Mandarin Chinese I

***Two semester course
2.5 credits per semester***

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)

Open to: Grade 11-12

Prerequisites: Mandarin Chinese II

***Two semester course
2.5 credits per semester***

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)

Open to: Grade 12

Prerequisites: Mandarin Chinese III

***Two semester course
2.5 credits per semester***

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.

HISTORY & SOCIAL SCIENCES DEPARTMENT

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

Course Sequence

Grade 9 Modern World History

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

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

Grade 12 Electives

** Most electives are open to Grade 11 & 12 and can be pursued in addition to the grade 11 core course.

Modern World History (CP), (H)

Open to: Grade 9

Prerequisites: None

Two Semester Course

2.5 credits per semester

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

Students are required to analyze primary source selections, and to sharpen geography skills through the use of maps, charts, and graphs. Instructional materials are chosen consistent with ability level, and instructional techniques are differentiated. Written work, research projects, and oral presentations are appropriate for each level with more responsibility placed upon the students in higher-level classes.

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

Open to: Grade 10

Two Semester Course

Prerequisites: Modern World History

2.5 credits per semester

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

(AP)* U.S. History I *(formally accelerated)

Open to: Grade 10

Two Semester Course

Prerequisites: Modern World Hist. and

2.5 credits per

Teacher Rec.

semester

The first part of a two-year sequence, this course is taught at a college level and follows the Advanced Placement U.S. History curriculum. Students will be prepared for and are expected to take the Advanced Placement U.S. History Examination in May of their junior year, which may allow them to be awarded credit or a course waiver in college. The course covers a broad range of political, social, economic, and cultural topics from colonial origins through the end of the nineteenth century. In addition to historical content, emphasis is placed on the development of historical thinking skills and thematic analysis. 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 U.S. history.” Due to the vast amount of material that must be covered, the pace is very rigorous. Students are required to read a college text and a variety of challenging supplementary materials including primary sources, historical novels, 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. To prepare for the course, summer reading and analysis may be required.

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

Open to: Grade 11

Two Semester Course

Prerequisites: US History & Government, Part I ***2.5 credits per semester***

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

Advanced Placement U.S. History AP

Open to: Grade 11

Two Semester Course

Prerequisites: Accelerated US History or US History & Gov't and Teacher rec. ***2.5 credits per semester***

The second part of a two-year sequence, this course is taught at a college level and follows the Advanced Placement U.S. History curriculum. Students will be prepared for and are expected to take the Advanced Placement U.S. History Examination in May, which may allow them to be awarded credit or a course waiver in college. The course covers a broad range of political, social, economic, and cultural developments from 1900 through the present. In addition to historical content, emphasis is placed on the development of historical thinking skills and thematic analysis. 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 U.S. history.” Due to the vast amount of material that must be covered, the pace is very rigorous. Students are required to read a college text and a variety of challenging supplementary materials including primary sources, historical novels, 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.

Summer reading and analysis may be required, particularly for those students moving from US History and Government I.

Advanced Placement Art History (AP)

Open to: Grades 11 - 12

Prerequisites: None

Two Semester Course

2.5 credits per semester

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

International Issues in the 21stCentury (H)

Open to: Grades 11-12

Prerequisites: None

Semester Course

2.5 credits per semester

This course will introduce students to the fundamental principles of political science and international relations. The course objective is to provide students with a better understanding of the issues that face the world today. This course will also provide students with the tools to understand their role in the global community and to solve problems effectively. Students will explore forms of government; globalization; natural resources and environmental issues; race, gender and human rights; the media; geopolitics and international security. Student-centered learning activities will include simulated debate, Socratic Seminars, conflict resolution activities, critical analysis of the media, and much more.

Advanced Placement U.S. Government and Politics (AP)

Open to: Grade 12

Prerequisites: AP US History and/or

Teacher Rec.

Two Semester Course

2.5 credits per semester

Advanced Placement U.S. Government and Politics is a college-level course open to seniors. The course prepares students to take an Advanced Placement test in U.S. Government & Politics, which may allow them to be awarded credit or a course waiver in college. Course topics include the constitutional underpinnings of United States Government,

political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, civil rights and civil liberties. To prepare for the course, students will have to read one title before school opens in the fall. A great deal of emphasis is placed on student initiative and scholarship.

Introduction to Economics (CP), (H)

Open to: Grades 11-12

Prerequisites: None

Semester Course

2.5 credits

The purpose of this course is to introduce students to the basic principles of economics, to teach students to look at issues through the lens of economic thinking, and to help students to better understand 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. Reading assignments and learning activities will combine economic theory and current events. Prior experience learning about economics and advanced math skills are not necessary, just an open mind, an interest in the subject matter, and a readiness to learn and participate.

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

Open to: Grades 11-12

Prerequisites: None

Semester Course

2.5 credits

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

Law in America Today (CP), (H)

Open to: Grades 11-12

Prerequisites: None

Semester Course

2.5 credits

This introductory law class explores the American criminal justice system in various areas including a study behind the creation of laws, criminal laws and their defenses, investigative procedures including

search and seizure laws and criminal sentencing from county jail to the highly debated sentence of death. Juvenile justice will be studied and will be compared to adult laws. The course will end with a study of prison systems, their effects on prisoners and on society at large. This course includes a field trip to Norfolk Medium Security Prison where students will have the opportunity to enter a secure prison and interact with inmates who will explain what led them to prison and what their day to day life is like. This course may be taken at the Honors level or at CP level. Instruction will be differentiated.

Advanced Placement World History (AP)

Open to: Grades 10- 12

Two Semester Course

***Prerequisites: Honors History
and/or Teacher recommendation***

2.5 credits/semester

Advanced Placement World History covers the period from 8000 BCE to the present. This college-level course, offered through the Advanced Placement Program, is designed to help students develop greater understanding of the evolution of global processes and contacts, and the interactions between different types of human societies. The following five themes are a focus of our study: human interaction with their environment; development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; and the development and transformation of social structures.

Understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills to help students prepare to take the Advanced Placement World History Examination in May, which may allow them to be awarded credit or a course waiver in college. Emphasis is placed upon student initiative and scholarship. Outside readings from primary and secondary sources and numerous short papers are assigned; classroom participation is a must.

Advanced Placement Psychology (AP)

Open to: Grades 12

Two Semester Course

Prerequisites: Teacher Recommendation 2.5 credits per semester

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

and Emotion; Personality Theory; Assessment and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; and Social Psychology.

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

Introductory Psychology (CP)

Open to: Grades 11-12

Prerequisites: None

Semester Course

2.5 credits

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

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

Introduction to Sociology (H)

Open to: Grades 11-12

Prerequisites: None

Semester Course

2.5 credits

In this course students undertake the systematic study of human society and social interaction. This is a discussion and demonstration driven course that continually invites active student participation. Topics include: the development of identity; social behavior and interaction; social science theory and methodology; study of cultural differences and commonalities; social control and deviance; social structure, class systems, and stratification; and other selected topics. Students also learn how sociologists and other social scientists do their work.

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

Open to: Grades 9-11

Prerequisites: Teacher Recommendation

Semester Course

2.5 credits

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

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

MATHEMATICS DEPARTMENT

The goal of the Mathematics Department is to build mathematical competence in its students. This is achieved by providing course offerings that develop a deep understanding of mathematics and actively engage all students in doing meaningful mathematics, discussing mathematical ideas, and applying mathematics to real-world problems. The habits of problem solving, communicating, reasoning and proof, making connections, and using representations and mathematical models are emphasized in each of the courses. Students who have completed Algebra I in the eighth grade are placed in geometry; students who have completed some Algebra in the eighth grade are placed in Algebra I. All students are required to take three years of mathematics, but the department and most colleges highly recommend that students take four years of mathematics. Students in all high school mathematics courses are required to have a graphing calculator. Texas Instruments® 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.

Algebra I (CP)

Intended for: Grade 9

Prerequisites: None

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

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. Ample scaffolding of topics and review will be incorporated to support mastery of the course content.

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 (H)

Intended for: Grade 9

Two Semester Course

Prerequisites: Grade 8 Math (B- or higher in Grade 8 math)

2.5 credits per semester

The main areas of concentration of Honors 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 extensive rigor to ensure mathematical success at the college level.

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 (AC)

Intended for: Grade 9

Two Semester Course

Prerequisites: Grade 8 Math (A- or higher in Grade 8 math)

2.5 credits per semester

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.

Geometry (CP), (H)

Intended for : Grade 10

Prerequisites: Algebra I

Two Semester Course

2.5 credits per semester

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).

Note: Geometry and Algebra II may be taken concurrently.

Geometry (Accelerated Honors)

Intended for : Grade 9 – 10

Two Semester Course

2.5 credits per semester

***Prerequisites: B- or higher in
Grade 8 Accelerated Math or
Accelerated Algebra I***

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 plane; (5) prove basic geometric theorems; and (6) extend work with probability. In addition, accelerated Honors Geometry will include a rigorous study of right triangle and unit circle trigonometry. Circles and other conic sections will also be 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.

****This course is available to students graduating after 2015.**

Algebra II (CP), (H)

Intended for: Grade 11

Prerequisites: Algebra I

Two Semester Course

2.5 credits per semester

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 functions, 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 (Accelerated Honors)

Intended for : Grades 10-11

***Prerequisites: B- or higher in
Accelerated Geometry***

Two Semester Course

Two credits per semester

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. Polar coordinates, polar graphs, series, sequences and vector analysis will also be covered.

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

Pre-Calculus (CP)

Intended for: Grade 11 - 12

Prerequisites: Algebra II and Geometry

Two Semester Course

2.5 credits per semester

This advanced course will thoroughly cover functions and trigonometry in preparing students for future studies in calculus. This course is approached from 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.

Applied Mathematics with Financial Literacy (CP)

Intended for: Grade 12

Prerequisites: Algebra 2 and Geometry

Two Semester Course

2.5 credits per semester

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

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

Advanced Quantitative Reasoning (CP)

Intended for: Grade 12

Two Semester Course

Prerequisites: Algebra 2 and Geometry 2.5 credits per semester

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.

Honors Calculus (H)

Intended for: Grade 12

Two Semester Course

Prerequisites: Algebra II & Pre-Calculus 2.5 credits per semester

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 anti-differentiation, applications of anti-differentiation, and numerical approximations to definite integrals. Honor Calculus is intended for those students who will take calculus in college. Students enrolled in Honors Calculus show interest in algebra-based mathematics and have mastered simplifying algebraic expressions and graphing polynomial, rational and trigonometric functions.

Accelerated Calculus A

Open to: Grade 11

Two Semester Course

Prerequisites: Accelerated Alg 2 2.5 credits per semester

This course is part of a two-year sequence where students will take the AP Calculus BC exam in 2015 - 16, which may allow them to be awarded credit or a course waiver in college. Students will spend one semester deepening their understanding of pre-calculus topics. Second semester, students will begin the Calculus AB /BC curriculum published by The

College Board. Students will complete the AP curriculum the following year in AP Calculus BC.

Note: This course is only available for students who are currently taking Accelerated Alg 2 during the 2013-14 year and are graduating in 2015/16. Due to changes in the Massachusetts Curriculum Frameworks, students will need an additional semester of pre-calculus content to prepare students for AP calculus content.

Advanced Placement Calculus AB (AP)

Open to: Grade 12

Two Semester Course

Prerequisites: Algebra II & Pre-Calculus

2.5 credits per semester

(Honors level is highly recommended)

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.

Note: Open to students graduating in 2014/15

Advanced Placement Calculus BC (AP)

Open to: Grade 12

Two Semester Course

Prerequisites: Algebra II and Pre-Calculus

2.5 credits per semester

(Honors level is highly recommended)

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.

Note: Open to students graduating in 2014/15

Advanced Placement Statistics (AP)***Intended for: Grades 11 -12******Two Semester Course******Prerequisites: Algebra II (Honors Algebra II is recommended) 2.5 credits per semester***

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

Statistics (H)***Intended for: Grade 11-12******Two Semester Course******Prerequisites: Algebra II, H******2.5 credits******Algebra II is strongly recomm.***

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.

Note: CP Statistics will no longer be offered. Students taking this course should take Advance Qualitative Reasoning instead.

Advance Placement Computer Science (AP)

Intended for: Grade 11-12

Prerequisites: Algebra II, Honors

Algebra II or higher level of math, or Mobile Application

Development

Two Semester Course

2.5 credits

This course will prepare students to take the Advanced Placement Computer Science A Examination in May, which may allow them to be awarded credit or a course waiver in college. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction.

The nature of the AP course is suggested by the words “computer science” in the title. Their presence indicates a disciplined approach to a more broadly conceived subject than would a descriptor such as “computer programming.” There are no computing prerequisites for the AP course. It is designed to serve as a first course in computer science for students with no prior computing experience.

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

Open to: Grade 9 – 12 By

Two Semester Course

Audition Only

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 Repertory Band for performances at all home football games as a “Pep Band”. Members are required to attend all band performances and rehearsals. Unexcused absence from performances or extra rehearsals will result in a lowered or failing grade and/or dismissal from the organization. Self and teacher assessments will be given on a regular basis.

Repertory Band

Open to: Grades 9 - 12

Two Semester Course

Prerequisites: Ability to play a band instrument

2.5 credits/semester

The Repertory Band provides an opportunity for all wind and percussion players to study and enjoy music through the performance of a wide

variety of wind band literature. In Repertory Band, students concentrate on the intensive study of an instrument. Students are highly encouraged to take private lessons to further develop their instrumental skills. Performances may include evening concerts, exchange concerts, festivals, community events, and parades. The Repertory Band will combine with the Concert Band in the fall in order to perform at all home football games as a “Pep Band”. Members are required to attend all band performances and rehearsals. Unexcused absence from performances or extra rehearsals will result in a lowered or failing grade and/or dismissal from the organization. Self and teacher assessments will be given on a regular basis.

String Orchestra

Open to: Grades 9 - 12

Two Semester Course

Prerequisites: Ability to play an orchestral instrument

2.5 credits/ semester

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

Open to: Grade 9 – 12

Two Semester Course

Prerequisites: None

2.5 Credits per Semester

The chorus provides an opportunity for the study and the enjoyment of choral music. 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, 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 musical training is necessary.

Women's Choir**Open to: Grades 9 – 12****Two Semester Course****Prerequisites: Previous Vocal****Experience; ability to comfortably and safely sing from middle-C (C4) to F5.**

The Women's 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.

Accompaniment**Open to: Grade 9 – 12****Two Semester Course****Prerequisites: Ability to play the piano at high level of****2.5 Credits per semester****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 and Sound Production**Open to: Grade 9 - 12****Semester Course****Prerequisites: None****2.5 Credits**

How can technology be used to make music? This course is designed to give students the opportunity to be involved in music on a nonperformance basis. Through software programs such as "Garage Band", "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.

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

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

Acoustic Guitar Workshop**Open to: Grade 9 - 12****Prerequisites:****Semester Course****2.5 Credits**

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.

Note: Students must provide their own acoustic guitar and clip-on guitar tuner.

Acoustic Guitar Workshop II**Open to: Grade 9 - 12****Prerequisites: Acoustic Guitar Workshop 1 and
Music Teacher's Approval****Semester Course****2.5 Credits**

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.

Note: Students must provide their own acoustic guitar and clip-on guitar tuner.

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. Computer-based experiments, dissection, inquiry-based laboratories, and independent science projects offer students vast opportunities for scientific exploration.

Grade Course Sequence- all levels

Grade 9 Introduction to Chemistry and Physics

Grade 10 Biology

Grades 11 & 12* Chemistry, Physics, or Electives

*Electives: Zoology, Anatomy and Physiology, Forensics, Earth Science and the Environment, Research Methods in Science, and Advanced Placement Environmental Science.

Introduction to Chemistry (CP), (H)

Open to: Grade 9

For Honors level: Recommended for students requesting Honors or Acc. Math

Math Prerequisites: Algebra I for (H)

**Semester Course
2.5 credits**

Students of introductory chemistry study the fundamental concepts of chemistry. Laboratory investigations rely on qualitative and quantitative analysis to develop a conceptual understanding of chemistry. 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 experiments with minimal direction from the instructor. Topics include measurement, general properties and characteristics of matter, atomic structure, the periodic table, bonding and reactions. Students in the honors course also study electron configurations and cover all other topics in more depth.

Honors Introduction to Chemistry with Research Methods (H)**Open to: Grade 9****Semester Course****Recommended for students requesting****2.5 credits****Honors or Acc. Math****Math Pre-requisites: Algebra I**

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. (See course description.) Students taking the course should have an interest in science and be able to work independently on a long-term project.

Introduction to Physics (CP), (H)**Open to: Grade 9****Semester Course****For Honors level: Recommended
for students requesting Honors****2.5 credits****or Acc. Math****Math Pre-requisites: Algebra I****for (H)**

Students of introductory physics study the fundamental concepts of physics. Laboratory investigations use qualitative and quantitative analysis to develop a conceptual understanding of physical phenomenon. 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 experiments with minimal direction from the instructor. Mathematical representations of scientific relationships are used in the development of problem solving techniques. Topics include measurement, motion, forces, work, energy, and momentum.

Honors Introduction to Physics with Research Methods (H)**Open to: Grade 9****Semester Course****Recommended for students requesting****2.5 credits****Honors or Acc. Math****Math Prerequisites: Algebra I**

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. (See course description.) Students taking the course should have an interest in science and be able to work independently on a long-term project.

Biology (CP), (H)

Open to: Grade 10

6 periods per cycle - Two Semester Course

Prerequisites: Intro to Chemistry, Intro to Physics

3.0 Credits/Semester

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

Biology with Research Methods (H)

Open to: Grade 10

6 periods per cycle – Two semester Course

Prerequisites: Intro. to Chemistry, Intro to Physics

3.0 Credits/Semester

Students in this honors course are 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 engineering or computer-based project. Students are also enrolled in Honors Biology. (See course description.) Students taking the course should have an interest in science and be able to work independently on a long-term project.

Advanced Placement Biology (AP)**Open to: Grade 10 - 12****7 periods per cycle –****Two Semester Course****3.5 credits/semester****Prerequisites: Intro to Chemistry (H), Intro to Physics (H), Geometry (H), and/or teacher recommendation**

AP Biology is designed to be the equivalent of a first-year college biology course. It prepares students to take the Advanced Placement Biology Examination. Successful completion of this test may result in a credit or course waiver in college. It is important that students are highly motivated, have strong reading and writing skills and come in with a solid foundation in the areas of atomic structure, chemical bonding and chemical reactions. One of the major goals of this course is to enable students to understand that science is a process of problem solving and discovery, as well as a body of systematic knowledge. Students will perform inquiry based laboratory exercises that will provide them with opportunities to learn a variety of skills and apply concepts of biology presented in their readings, lectures, and discussions. Major topics addressed in the course include molecular biology, cellular biology, heredity, evolution, animal systems and ecology. To prepare for the course, students will be expected to read a relevant novel as chosen by the teacher, as well as selected chapters in the textbook, before the opening of school in the fall.

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

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

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

Advanced Placement Chemistry is designed to be the equivalent of the general course usually taken during the first college year. Due to the complexity of the problems, students enrolled in AP Chemistry need outstanding math 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, equilibrium, kinetics, thermodynamics and descriptive chemistry. Over the summer, students use online resources to study selected topics and take several on-line quizzes before the opening of school.

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

Students explore concepts in physics through lecture, demonstrations, lab explorations, and Internet activities. Applications of these concepts enable them to understand the physical phenomena we experience everyday. Although the topics introduced in this course are discussed on a conceptual basis, a solid understanding of basic algebra and geometry is required. Subjects include motion, forces, energy, heat, waves, sound, electricity and magnetism. Experiments and demonstrations will serve as an important reinforcement to studied concepts.

Honors Physics (H)**Open to: Grade 11- 12****6 periods per cycle –
Two Semester Course****Prerequisites: Algebra II****3.0 credits per semester**

Honors Physics introduces the student to the topics of mechanics, waves, heat, electricity, and magnetism. The basics of trigonometry are applied within the framework of the course. A combination of lecture, problem solving and laboratory work form the bulk of the course. Since problem solving is a major component of the course, a solid foundation in Algebra II and geometry is required. It is recommended that students have a background in pre-calculus or take in concurrently with Honors Physics. The course stresses the application of physics in today's technology and everyday life.

Advanced Placement Physics (AP)**Open to: Grade 12****7 periods per cycle –
Two Semester Course****Prerequisites: Pre-Calculus,
and/or Teacher Recommendation****3.5 credits per semester**

AP Physics 1 is an advanced physics algebra-based course that follows the curriculum established by the College Board. It is intended to be equivalent to a first-semester general physics college course with a laboratory component. The focus of the course is an in-depth study of Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; mechanical waves and sound; and an introduction to electrostatics and electric circuits. The course has a strong student centered, inquiry based component which will challenge the student to develop deeper understandings of physical phenomena.

Students will be prepared to take the Advanced Placement Physics 1 Examination. Successful completion of this test may result in credit or a waiver in college. Applying concepts of physics and math to solve problems is a major component of the course. A strong background in mathematics and the ability to work independently at an accelerated pace are required.

Earth Systems: Water (CP2)**Open to: Grades 11-12****One Semester Course****Prerequisites: None****2.5 credits**

This one-semester 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. Students learn about how human society on water and human health are introduced. 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.

Earth Systems: A Global Perspective (CP2)**Open to: Grades 11-12****One Semester Course****Prerequisites: None****2.5 Credits**

This one-semester course takes an interdisciplinary approach through which students study the interaction of humans and the environment. This course gives students the opportunity to apply their understanding of the concepts they learned during their coursework in the physical and life sciences. Students learn about how human historical use has

affected both living and nonliving factors making up their environment. Impacts of modern human society on the environment and human health are introduced. Case studies will introduce many issues giving students a global perspective of the state of the Earth and their role as a citizen.

Advanced Placement Environmental Science (AP)

Open to: Grades 11 - 12

7 periods per cycle –

Two Semester Course

***Prerequisites: Biology and either
Chem. or Physics***

3.5 credits per semester

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), (H)

Open to: Grades 11 - 12

Prerequisites: Biology

Two Semester Course

2.5 credits per semester

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

Zoology (CP), (H)**Open to: Grades 11 - 12****Prerequisites: Biology****Semester Course****2.5 credits**

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

Forensics**Open to: Grades 11 - 12****Prerequisites: Intro. to Chem. & Intro. to
Physics & Biology****Semester Course****2.5 credits**

This course is meant to be an introductory course in forensic science. The focus of the course will be for students to learn how science is used to solve crimes. Ultimately their knowledge from this course may help them to serve on a jury, spark their interest in a career in forensic science, or just enhance their general interest in science. Topics include, but are not limited to, the history of forensic science, handwriting analysis, document analysis, chromatography, fingerprinting, hair analysis, blood stain analysis, arson crimes, DNA fingerprinting and human remains.

The nature of the course is multidisciplinary and includes areas of chemistry, anatomy, genetics, physics, medicine, law, math, sociology, and communications. This course is a lab-based course and requires that students practice and use the lab techniques of a real forensic scientist. Students will be assessed on their class participation, lab techniques, homework completion, quizzes and tests. Students will need to gather data and solve real-world problems based on what they observe. Students 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.

Honors Research Methods in Science I, II, III, IV**Open to grades 9-12****Prerequisites: None****Two Semester Course****1.0 Credits**

The Research Methods in Science class is an on-line 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 on-line resources located on the course Moodle site, create a research plan in Google docs and logbook to keep a written record of their project. 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. 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 of their experiment/engineering design. Students in all 4 sections can receive one credit per semester or simply audit the course.

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

Required: Grades 9

Prerequisites: None

4-day Two Semester Course

2.0 credits per semester

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

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

Wellness 10

Required: Grades 10

Prerequisites: None

2 day - Semester 1;

2 day - Semester 2

2.0 credits

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

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

Wellness 11 and Wellness 12
Required: 1 semester each year

2 day - Semester 1 OR
2 day - Semester 2
1.0 credits

Prerequisites: None

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

Activity options:

Recreational Team Activities

This activity course is for the upperclassman that wants 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.

Advanced Strength Training

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.

R.A.D/ Defense (Women's Self-Defense)

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

T'ai Chi

Through the practice of T'ai Chi and Yoga the student develops a sense of living in balance in body, mind and spirit. The movements are performed in a slow, fluid motion, with calm concentration of the mind. Practiced with an emphasis on relaxation and inner strength to reduces stress and improves life balance.

Personal Fitness

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.

Additional Elective Wellness Courses:

(The following does not fulfill the Wellness graduation requirement)

Athletic Leadership

Open to: Grade 12

4 day - Semester Course

**Prerequisites: Wellness Staff Interview
& Approval**

2.0 credits

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

Unite Mentoring Seminar

Open to: Grades 11 - 12

1 day - Two Semester Course

**Prerequisites: Application and
acceptance to the Unite Program**

.5 credit

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

SEXUALITY 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.

Contact Information
Hopkinton High School 508-497-9820

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