# Stoughton High School
# Program of Studies
# 2014 - 2015

## Administration

**Juliette A. Miller**
**Administrative Principal**

**Assistant Principal**
**Michael O'Neil**

**Assistant Principal**
**Alan Bontya**

**Athletic Director**
**Ryan Donahue**

**Director of Guidance**
**Barbara E. Regan**

**The Courses in the Stoughton High School Program of Studies are subject to:**
**School Council approval,**
**budget decisions,**
**student enrollment**
**and teacher availability.**

# District Administration

**School Committee**
Erdem A. Ural, Ph.D, Chair
Katie Pina-Enokian, Vice Chair
Carol Brown, Ed.D.
Joyce A. Husseini
Joaquin Soares

**Superintendent of Schools**
Dr. Marguerite C. Rizzi

**Deputy Superintendent for Curriculum and Instruction**
Jonathan D. Ford

# Additional Information

**Notice of Nondiscriminatory Policy of Stoughton Public Schools**
The Stoughton Public Schools operate in compliance with the requirements of the Massachusetts General Laws, Acts of 1971, with Title IX of the Education Amendments of 1972, and with Section 504 of the Rehabilitation Act of 1973.

# Important School Phone Numbers

| | | |
|---|---|---|
| Superintendent's Office | 781-344-4000 | x1200 |
| High School Office | 781-344-7001 | x1241 |
| Guidance Office | 781-344-7001 | x1251 |

**Departmental Directors**

| | | |
|---|---|---|
| Business & Career Technical Education | Ms. Fidler | 781-344-7001 x1214 |
| English Language Arts | Ms. Loud | 781-344-7001 x1404 |
| Fine Arts | Mr. Kearns | 781-344-**7002** x6171 |
| Guidance | Ms. Regan | 781-344-7001 x1251 |
| Mathematics | Ms. Fidler | 781-344-7001 x1214 |
| Natural Sciences | Ms. Buoniconti | 781-344-7001 x4109 |
| Physical Education | Ms. Buoniconti | 781-344-7001 x4109 |
| History & Social Sciences | Mr. Gallivan | 781-344-7001 x1256 |
| World Languages | Ms. Turnbull | 781-344-7001 x4310 |

## Table of Contents

# STOUGHTON HIGH SCHOOL MISSION STATEMENT

The Stoughton High School community fosters the development of responsible citizens who value high academic expectations, diversity, and excellence.

## 21st Century Expectations for Student Learning

***Academic***

- The student communicates effectively.
- The student writes clearly and concisely.
- The student reads for comprehension and understanding.
- The student actively participates in the reading process.
- The student engages in analytical problem solving through critical thinking.
- The student utilizes technology.

***Civic/Social***

- The student contributes to the improvement of the community through organized activities beyond the classroom.
- The student demonstrates an understanding of and appreciation for diverse groups within the school, and the community.
- The student exhibits personal responsibility.

The Expectations for Student Learning are reflected throughout the various curriculums at Stoughton High School. The learning expectations are designed to reinforce the core skills that each student needs to learn and demonstrate throughout his or her high school experience. We will evaluate their effectiveness and accuracy and improve upon them using rubrics and assessments.

As students work to meet the learning expectations, teachers and departments will also use the rubric results to evaluate curriculum, content, and instruction. This process is designed to clarify academic expectations (content and skill) for students and to maintain a reflective process for school personnel to examine/evaluate content, curriculum, and instruction.

## NEASC Accreditation Statement

New England Association of Schools and Colleges
209 Burlington Rd., Suite 201
Bedford, MA 01730-1433
781-271-0022

Stoughton High School is accredited through the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association.

# GENERAL INFORMATION

Students in grades 9-12 experience a broad based, challenging high school curriculum. Most courses are leveled, with specific requirements for continuation or acceptance into the next level. Each course is assigned a credit value. Courses, amount of credit, and passing grades determine graduation from Stoughton High School. Hence, students must take an active role in course selection.

**We build the entire schedule and assign faculty based on information we receive from students and parents during the course selection period. Because the course selection process is one that is a cooperative venture between the students, the parent(s)/ guardian(s), the teachers, and the guidance counselors, it is expected that when course selections are made, the student will have the fortitude to stick with their decisions. It is also our assumption that a responsible and wise decision has been made. Requests for changes after the course selection period will only be honored due to extraordinary circumstances after appropriate personnel have carefully considered the reasons for the proposed changes and only if space and resources are available. However, requests for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate reasons for schedule change and will not be honored.** Dropping a course may have the following implications: a WP (Withdraw Passing) or WF (Withdraw Failing) grade will be posted on the student's transcript.

A student may elect subjects in advance of grade level with the permission of the Principal or her designee. However, required subjects must be taken at the prescribed grade level. In addition, a student may elect to take subjects below grade level.

**Guidelines for selection and advancement in course levels:** Students are selected for advanced course levels based on the following criteria: teacher recommendation, standardized test scores, previous grades, administrative approval, and writing samples wherever applicable. To earn Advanced Placement credit for any course students must take the Advanced Placement Examination. The Principal or her designee may consider any exceptions to the guidelines stated above.

**The school reserves the right to withdraw any course due to insufficient enrollment.**

## Course Selection Procedure

1. Students receive their course selection sheet.
2. The current teacher makes course recommendations for the next year (for leveled courses only).
3. Student and parent discuss program choices for the following year, review specific language in the Program of Studies, and review the student's report card.
4. The student and parent review the teacher recommendations, choose the courses using the Program of Studies, and make their selections on the sheet provided.
5. Guidance Counselors review the course selections of the students and course selections are entered.

6. Students and parents will be provided with a list of courses the student has selected. This list should be checked for accuracy and returned to the school for corrections.
7. Student schedules will be made available during the summer. Parents and students should carefully review the student's schedule and address any errors during the summer with a Guidance Counselor.

In academic courses where there is a disparity between teacher recommendation and course the student wishes to select, the level recommended by the teacher will be recorded. In order to resolve the disparity, the student and parent will file a Course Waiver. Course Waivers must be filed during the Course Selection Period.

## Course Changes

Students who select courses that are under enrolled, and therefore canceled, are notified by the Guidance Department in May/June and are asked to select replacement courses. Teachers review course recommendations in June and may change course recommendations based upon a student's final average. Teachers will notify parents of these changes. Once selections have been made and classes formed, it is extremely difficult to make changes. Students should select courses carefully.

Course changes are made only according to the guidelines below:

- Extraordinary circumstances will be considered by the High School Principal. However, proposed changes will only be honored if approved and space/resources allow.
- Teachers and Department Directors may initiate changes due to placement. These changes will be considered in consultation with the student and family.
- Courses dropped within the first six (6) school days of a semester do not appear on the transcript. Courses dropped after that period will remain on the transcript and have a WP (withdrawn passing) or WF (withdrawn failing).

## Stoughton High School Guidance Department

The selection of specific courses each school year should be based upon an understanding of a student's own interests, abilities, limitations, and future plans. An important function of the Guidance Department is to help students to realize their full potential by assisting them in planning for the future and selecting courses which will aid them in reaching their life goals. Between the planned curriculum and individual meetings regarding course selection, students meet with their guidance counselors at least two to three times a year.

Parents wishing to discuss academic progress, selection of courses, and other matters related to school performance are encouraged to consult with the counselor assigned to the student. Appointments may be arranged by contacting the Guidance Department Office at 781-344-7001, extension 1251.

## Stoughton High School Graduation Requirements

In order to graduate from Stoughton High School, students need to satisfy three requirements. Outlined in the table below are the first two, **Total Minimum Course Credits** & **Subject-Specific Coursework**:

| | **Class of 2015** | **Class of 2016*** | **Class of 2017*** | **Class of 2018*** |
|---|---|---|---|---|
| **English** | 20 credits | 20 credits | 20 credits | 20 credits |
| **Math** | 15 credits | 20 credits | 20 credits | 20 credits |
| **Science** | 15 credits | 3 years of a lab science | 3 years of a lab science | 3 years of a lab science |
| **Social Sciences** | 15 credits | 15 credits | 17.5 credits ** | 17.5 credits ** |
| **PE/Health** | 6 credits<br>1 course per year | 1 course per year<br>7.5 credits<br>9th & 10th Health | 1 course per year<br>7.5 credits<br>9th & 10th Health | 1 course per year<br>7.5 credits<br>9th & 10th Health |
| **Fine Arts or World Language** | 1.25 credits | 1 course Fine Arts<br><br>2 courses in the same World Language | 1 course Fine Arts<br><br>2 courses in the same World Language | 1 course Fine Arts<br><br>2 courses in the same World Language |
| **Information Technology** | 1.25 credits | 1 Information Technology Course | 1 Information Technology Course<br><br>Financial Literacy | 1 Information Technology Course<br><br>Financial Literacy |
| **Minimum Total Credits** | **110** | **115** | **115** | **120** |

The third requirement for graduation is a **Competency Determination.** All students must pass MCAS tests in English Language Arts, Mathematics and Science to earn a diploma from Stoughton High School. Most MCAS tests are taken in Grade 10. In the areas of ELA and Math, students must earn a Proficient scaled score on the MCAS tests. Students who score a Needs Improvement on the grade 10 ELA and Mathematics tests must fulfill the requirements of the Educational Proficiency Plan (EPP) developed by Stoughton High School.

***Beginning with the class of 2016, graduation requirements will be based on the Massachusetts Common Core Standards (Mass Core). The Mass Core Standards are devised to prepare students for entrance into a college or university.***

*** Beginning with the class of 2017, all students will need to pass three and one half years of History classes.***

***World History - for Freshmen (Full year, 5 credits)***
***United States History I - for Sophomores (Full year, 5 credits)***
***United States History II - for Juniors (Full year, 5 credits)***
***America Since 1980 - for Seniors (Half year, 2.5 credits)***

## Promotion Criteria

| | **Class of 2015** | **Class of 2016 and beyond** |
|---|---|---|
| To be promoted to Grade 12 | A student must earn **75** credits | …must earn 80 credits |
| To be promoted to Grade 11 | A student must earn **50** credits | …must earn 50 credits |
| To be promoted to Grade 10 | A student must earn **25** credits | …must earn 25 credits |

## Guidelines for Course Choices

When selecting courses for next year, it is important to keep the following in mind: Stoughton High School graduation requirements, requirements for four year or vocational schools, and electives. Remember, electives are courses that are selected after graduation requirements, exposing students to interests and possibilities beyond the general educational curriculum. Seniors must pass subjects totaling a minimum of twenty (20) credits. A student must be within five graduation requirement credits in order to participate in Class Night and Graduation.

Consider the requirements for admission to four-year colleges, trade and vocational skills and knowledge – certain occupations utilize basic knowledge in specific areas. Many occupations that do not require a college education, especially in the health field, require knowledge of Biology and Chemistry. For most students, computer skills will be essential. Entrance requirements and suggestions vary, as do the academic expectations of colleges.

Elective subjects are courses that students choose after they have taken care of their graduation requirements and mandatory courses. In other words, the entire Program of Studies is open for elective courses. Keep in mind the necessity of acquiring some useful basic skills. Upon graduation, students will not only have to read and write, but be able to recognize problems and organize methods for solving them. Students will be called upon to take a stand on issues and to defend their point of view. Useful skills such as these are gained from courses in a variety of subject areas. Electives help to broaden preparation for career interests. Many students have entered a career field after taking an "elective" subject. As an example, some former students have had their occupational goal influenced by the high school courses in Journalism, Psychology, Music, and Art, just to name a few. Use the Four Year Plan Worksheet, found on the last page, to help plan coursework.

## Higher Education & College Entrance Requirements

Colleges look for a student who has pursued a rigorous, college-preparatory program. The admissions requirements vary from college to college, particularly based on their entrance difficulty. The college entrance levels are generally divided into four tiers: most difficult, very difficult, moderately difficult and minimally difficult.

The most difficult entrance level, including Amherst College, Brown University, Colgate College, Cornell University, Harvard College, MIT, New York University and Tufts University, will require 4 years of English, may require 4 years of math, 3 or 4 years of a laboratory science, 3 or 4 years of history, 3 or 4 years of a world language, in addition to being in the top 10% percent of their graduating class and high SAT/ACT scores.

Very difficult entrance levels, including Bentley University, Boston College, Boston University, College of the Holy Cross, Northeastern University, Stonehill College and Wheaton College, will require 4 years of English, may require 4 years of math, 3 or 4 years of a laboratory science, 3 or 4 years of history, and 3 or 4 years of a world language.

Moderately difficult entrance levels, including Assumption College, The Catholic University of America, Champlain College, Clark University, Endicott College, Hofstra University, Johnson & Wales University, and Xavier University, will require 4 years of English, 2 or 3 years of a laboratory science, 3 or 4 years of math, 3 years of history and 2 to 3 years of a world language.

Minimally difficult entrance levels may not require a world language at all. In addition to major subjects, all colleges look for students with a well-rounded course of studies in high school, including courses in the areas of Art, Music, Science and Technology are highly recommended. Knowledge of computers/word processing will prove necessary to college students. With a program such as that outlined above you would be ready for any college.

In summary, determine your needs, discuss your choices with your parents, teachers, guidance counselors and friends, make sure of requirements and proper sequence of courses, and then explore your interests through a choice of electives. If you are already interested in any particular colleges or universities, look at their entrance difficulty level and admissions requirements. Good sources for this information include www.collegeboard.org as well as www.petersons.com, http://www.princetonreview.com/, www.twitter.com/find_colleges, www.facebook.com/find.colleges. Individual guides to college admissions such as Peterson's *Guide for Four-Year Colleges* and *The College Board's College Handbook* are good resources to use in determining your best choice for your courses in Stoughton High School.

Students should be familiar with the Massachusetts State Colleges and UMass Minimum Admissions Requirements, which can be found at http://www.mass.edu/forstudents/admissions/admissionsstandards.asp and which is also on the following two pages. Please note that while meeting these minimum admissions requirements, meeting them does not guarantee admission, as campus admissions officials consider a wide range of factors in their admissions decisions.

Students that plan to participate in our Athletic Program should check with NCAA website for additional information at http://www.ncaa.org/student-athletes .

## MA State University System and UMASS Minimum Admissions Requirements

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. *It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED recipient.*

### Freshman Applicants

The admissions standards for freshmen applicants have two main parts:

1. 16 required academic courses.
2. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.

Applicants must also submit an SAT or ACT score.

*Academic Course Requirement*

Sixteen* college preparatory courses distributed as follows are required. (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

* Effective with the college freshman class entering fall 2016, the number of required courses will increase to 17 with the additional year of math.

| Requirements for college freshmen class entering . . . | | | |
|---|---|---|---|
| **Subject** | **Fall 2015** | **Fall of 2016** | **Fall 2017 and beyond** |
| **English** | 4 courses | | |
| **Mathematics** | 3 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework) | 4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school | |
| **Sciences** | 3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering; including 2 courses with laboratory work); T*echnology/engineering courses must be designated as science courses (taken for science credit) by the high school* | | 3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering), including 3 courses with laboratory work |
| **Social Sciences** | 2 courses (including 1 course in U.S. History) | | |
| **Foreign Languages** | 2 courses (in a single language) | | |
| **Electives** | 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences) | | |

*Minimum Required Grade Point Average (GPA)*
The GPA must be achieved based on all college preparatory courses completed at the time of application and should be weighted for accelerated (Honors or Advanced Placement) courses. The required minimum weighted high school GPA is 3.0 for the four-year public campuses.

| State College GPA | University GPA |
|---|---|
| 3.00 | 3.00 |

*SAT Scores*
Applicants who meet the GPA requirement do not have to use the sliding scale for admission, but still must submit SAT or ACT test scores for consideration if they are applying to a state university or UMass within three years of high school graduation.

*Sliding Scale (Used when GPA is lower than the minimum required GPA)*
If an applicant's GPA falls below the required minimum, a sliding scale will apply. This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state universities or UMass.

Scores on the new writing section of the SAT will not affect the sliding scale for freshman applicants to the Massachusetts state universities and to the University of Massachusetts at this time. The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will continue to be based upon the combined critical reading (verbal) and math sections of the SAT.

***Sliding Scale for Freshman Applicants to UMass***

| **Weighted High School GPA** | **Combined SAT-I V&M Must Equal or Exceed** *(ACT Equivalent in Italics)* |
|---|---|
| **2.51-2.99** | **950 (*20*)** |
| **2.41-2.50** | **990 (*21*)** |
| **2.31-2.40** | **1030 (*22*)** |
| **2.21-2.30** | **1070 (*23*)** |
| **2.11-2.20** | **1110 (24)** |
| **2.00-2.10** | **1150 (25)** |

**NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.00 MAY BE ADMITTED TO A STATE UNIVERSITY OR UNIVERSITY OF MASSACHUSETTS CAMPUS.**

***Sliding Scale for Freshman Applicants to a State University***

| | | |
|---|---|---|
| **2.51-2.99** | **920** | **(*19*)** |
| **2.41-2.50** | **960** | **(*20*)** |
| **2.31-2.40** | **1000** | **(*21*)** |
| **2.21-2.30** | **1040** | **(*22*)** |
| **2.11-2.20** | **1080** | **(23)** |
| **2.00-2.10** | **1120** | **(24)** |

**English as a Second Language (ESL) Applicants**

Effective Fall 1999, English As a Second Language (ESL) applicants must complete the 16 required college preparatory courses with two exceptions:

1. ESL applicants may substitute up to two college preparatory electives for the two required foreign language courses and,
2. ESL applicants may substitute up to two years of college preparatory ESL English courses for college preparatory English courses, provided they achieve a rank of at least the 62nd percentile on the Test of English as a Foreign Language (TOEFL) or English Language Proficiency Test (ELPT) test. (This means a 550 on the paper TOEFL, 968 on the ELPT, or a 213 on the computerized TOEFL test.)

*ESL exception applicants who meet minimum GPA*

To qualify for either of these exceptions ESL applicants must achieve the required minimum GPA in their college preparatory and substitute ESL courses. Applicants must submit in addition to the required TOEFL or ELPT, an SAT 1 or ACT test score, although no minimum SAT 1 or ACT score must be achieved.

*ESL exception applicants who do not meet minimum GPA*

When the applicant's GPA is below the minimum required GPA, in addition to the required TOEFL or ELPT score, the sliding scale must be used to meet minimum admissions standards and an appropriate SAT-I or ACT test score must be achieved.

*Learning Disabled Applicants*

Applicants with professionally diagnosed and documented learning disabilities (documentation must include diagnostic test results) are exempt from taking standardized tests for admission to any public institution of higher education in the Commonwealth. Such students, however, must complete 16** required academic courses with a minimum required GPA of 3.00 or present other evidence of the potential for academic success.

**An applicant may substitute two college preparatory electives for the two required foreign language courses only if the applicant has on file with the high school results of a psycho-educational evaluation completed within the past three years that provides a specific diagnosis of a learning disability and an inability to succeed in a foreign language.

## Course Levels at Stoughton High School

In order to challenge all of our students, Stoughton High School offers the following levels. These levels are designated so that all students can achieve success while striving for academic excellence and advancement. See the General Policies section of this document for more information on level changes. This is a general description of our levels. Detailed descriptions for each course are listed by department.

**Advanced Placement (AP)**
Advanced Placement, a program of The College Board, provides advanced study to able and highly motivated students at a first year college level. Most colleges and universities award credits or exempt students from first year courses, based on grades earned on the Advanced Placement examinations given annually. AP courses prepare students for the culminating AP exam, which students are expected to take as part of their course participation.

**Quincy College (QC)**
As part of our Dual-Enrollment Program, students have the option of taking some courses here at Stoughton High School, while simultaneously earning college credits from Quincy College. Like AP, QC courses present students with the equivalent of college level coursework.

**Honors (H)**
Honors Level classes move at an accelerated pace. Success requires solid past achievement and a high degree of motivation in the subject area. Students must be able to work independently and to complete a considerable number of comprehensive assignments requiring advanced skills. Please consult prerequisites listed for each department. Students should carefully consider taking these classes and should seek guidance from parents, teachers and guidance counselors before finalizing their decision. Students and parents are encouraged to review texts before deciding to take an Honors level class.

**College (C)**
These rigorous courses are offered to prepare motivated students for four-year colleges and universities upon graduation. College classes challenge students with material and presentations designed to continue the pursuit of mastery in the specific subject area. Students in these courses are required to complete a considerable amount of work outside the classroom. Some of these courses may be taken for college credit; please see detailed descriptions in department listings.

**Pathways (P)**
These courses are for students who may need additional support or reinforcement in any one of the content areas. They are taken in addition to a college level course in the content area in which a student needs support. Students are recommended for these courses based on course performance, state assessment results, and/or prior academic history.

## To Prospective Advanced Placement Students

Your enrollment in an Advanced Placement course represents a commitment to an intensive course of study at the level of a college freshman course. It is also a commitment to take the Advanced Placement examination in May, so that your achievement in the course can be measured against the thousands of other students across the country who have taken the same course. Any student enrolled in an AP course must take the examination. It is expected that the student or his or her family will bear the cost of the examination, as they do for other The College Board examinations; however, financial aid is available for any student where this condition might create a hardship.

Students who complete the Advanced Placement course, including taking the examination, receive certain benefits for their efforts. They have the opportunity to try college-level work without the cost of college-level tuition. Their high school transcripts show that they have enrolled in AP courses. To college admissions officers, this is a sign of a strong student with serious intent. Students who take the AP examination are generally exempt from the regular departmental final. Grades in AP courses are also weighted more heavily in the computation of a student's grade point average (see the SHS Grade Point Average Scale).

Students who request and are accepted into an AP course are expected to remain in the course for the entire year. If due to an extraordinary circumstance, a student who is accepted into but does not complete an AP course, including the examination, he/she is not eligible for the benefits mentioned above. Any student who does not complete an AP course will have the designation "AP" removed from his or her transcript, and his/her grade point average will be recomputed. Colleges and Universities routinely ask the Guidance Department to notify them of any change of status when final grades are sent in June and the change from AP to another level would be noted.

## Independent Study

A student may enrich his/her educational program by designing a sound proposal and enlisting the interest and support of a faculty member who will act as the student's mentor and evaluator. To be accepted into such a program, the student must have good academic credentials and be a self-motivated learner. To apply, the student must submit a written proposal to the faculty member describing the project, time involvement expected, method of research to be utilized, anticipated outcomes, and expected course credit. The proposal will be reviewed by the department Director, and guidance counselor and approved by the principal. The final project must be presented to the supervising teacher who will assign a grade. The teacher and director will state the period of time for completion and the credit value assigned to the project. The principal must give final approval. Independent Study courses or courses taken outside the school or in summer school will not count towards a student's class rank or GPA.

## Dual Enrollment Program

Stoughton High School is proud to offer a number of exciting Dual Enrollment courses in partnership with Quincy College during the regular school day. Each course will count towards Stoughton High School graduation requirements as well as earning 3 college credits per course (Chemistry labs earn an additional credit). Students must pay a yearly application fee, fill out a Quincy College course registration form and pay a fee per credit hour for each course. These courses expose high school students to the college classroom, offering valuable college experience during their high school career. Stoughton High School students enrolled in these courses are able to get college credit at a significant discount. Our students pay a fraction of what it would cost a college student to take the exact same course (up to1/10 the cost). Upon completion of the Quincy College courses, Stoughton High School students may request an actual college transcript and are able to transfer these credits to a number of accepting colleges and universities. These courses are available only for students who agree to fully participate in the Dual Enrollment Program.

## Marking System

Students are evaluated with a report card four times during the year. Written mid-term progress reports are distributed to students to bring home at the half-way point of each term. Parents and guardians who have signed up for the Parent Portal have regular access to this information as well as missing homework assignments, individual assignment grades, and attendance. The form to request Parent Portal account can be located on the school website and also in the Main Office.

Grades of students of Stoughton High School are reported as letter grades on report cards. Each letter grade represents a range of numerical grades as follows:

| | | | |
|---|---|---|---|
| A+ | 97% - 100% | C+ | 77% - 79% |
| A | 94% - 96% | C | 73% - 76% |
| A- | 90% - 93% | C- | 70% - 72% |
| B+ | 87% - 89% | D+ | 67% - 69% |
| B | 83% - 86% | D | 65% - 66% |
| B- | 80% - 82% | F | Below 65% |

## Stoughton High School Grade Point Average (GPA) Scale

**(Based on Massachusetts State College Formula)**

| Grade | Advanced Placement | Quincy College | Honors | College | Pathways |
|---|---|---|---|---|---|
| **A+** | **5.3** | **5.0** | **4.8** | **4.3** | **3.8** |
| **A** | **5.0** | **4.7** | **4.5** | **4.0** | **3.5** |
| **A-** | **4.7** | **4.4** | **4.2** | **3.7** | **3.2** |
| **B+** | **4.3** | **4.0** | **3.8** | **3.3** | **2.8** |
| **B** | **4.0** | **3.7** | **3.5** | **3.0** | **2.5** |
| **B-** | **3.7** | **3.4** | **3.2** | **2.7** | **2.2** |
| **C+** | **3.3** | **3.0** | **2.8** | **2.3** | **1.8** |
| **C** | **3.0** | **2.7** | **2.5** | **2.0** | **1.5** |
| **C-** | **2.7** | **2.4** | **2.2** | **1.7** | **1.2** |
| **D+** | **2.3** | **2.0** | **1.8** | **1.3** | **.8** |
| **D** | **2.0** | **1.7** | **1.5** | **1.0** | **.5** |

## Honor Roll

***High Honors*** consist of a term grade report containing nothing lower than an "A-" in all subject areas.
***Honors*** consist of a term grade report containing nothing lower than a "B-" in all subject areas.

## Semester and Final Exams

Midyear and final exams are given to assess the quality of a student's understanding in a course. These are given on a departmental basis. The results of semester and final exams are used to compute final course grades as follows:

***Full-Year Courses***

| | |
|---|---|
| Each marking term | 20% |
| Midyear exam | 10% |
| Final Exam | 10% |

***Semester Courses***

| | |
|---|---|
| Each marking term | 40% |
| Final Exam | 20% |

# BUSINESS AND CAREER TECHNICAL EDUCATION

## CAREERS AT STOUGHTON HIGH PROGRAM (C@SH) – COURSE SEQUENCES

Effective with the school year, 2012-2013, Stoughton High offers students *six (6)* career-oriented programs within *three* career pathways, referred to as the **C@SH** (**Careers at Stoughton High**) Program. Students who demonstrate proficiency in all their Program courses by completing a proficiency/performance assessment at the end of each course/program will be awarded a certificate of completion. Any student may request enrollment in a particular course within a pathway given they meet the prerequisites; however, students **enrolled** in a Pathway (i.e. Approved **C@SH** Application) are given **priority** scheduling preference. All students who enroll in a Pathway must plan their course of study using the course sequences outlined in the following Pathway Course Grids. Students enrolled in any of the Pathways are required to enroll in a related internship/portfolio class during their senior year. All students must meet all pre-requisites in order to select that course.

| BUSINESS PATHWAY PROGRAMS | | |
|---|---|---|
| **YEAR** | **BUSINESS & FINANCE**<br>**(OFFICE TECHNOLOGIES)** | **MARKETING** |
| **Freshman** | ➢ **Principles of Business** | ➢ **Principles of Business** |
| **Sophomore** | ➢ **Accounting** | ➢ **Principles of Marketing** |
| **Junior** | ➢ **Financial Literacy**<br>➢ **Entrepreneurship** | ➢ **Sports and Entertainment Marketing**<br>➢ **Retail Marketing**<br>➢ **Entrepreneurship** |
| **Senior** | ➢ **College and Career Math (recommended)** | ➢ **Statistics (recommended)** |

| COMMUNICATIONS PATHWAY PROGRAMS | | |
|---|---|---|
| **YEAR** | **MEDIA**<br>**(RADIO AND TELEVISION BROADCASTING)** | **DESIGN & VISUAL COMMUNICATIONS** |
| **Freshman** | ➢ **Introduction to Media** | ➢ **Introduction to Media** |
| **Sophomore** | ➢ **Video Production I**<br>➢ **Introduction to Photography** | ➢ **Graphic Design**<br>➢ **Introduction to Photography**<br>➢ **Advanced Digital Editing** |
| **Junior** | ➢ **Video Production II**<br>➢ **Computer Music I and II** | ➢ **Photography I**<br>➢ **Stoughton Yearbook Production** |
| **Senior** | ➢ **Video Production III** | ➢ **Stoughton Yearbook Production** |

| INFORMATION TECHNOLOGY PATHWAY PROGRAMS | | |
|---|---|---|
| **YEAR** | **NETWORK SYSTEMS** | **PROGRAMMING AND SOFTWARE DEVELOPMENT** |
| **Freshman** | ➢ **Digital Literacy** | ➢ **Digital Literacy** |
| **Sophomore** | ➢ **A+ Certification -Hardware**<br>➢ **Microsoft Studio** | ➢ **Microsoft Studio** |
| **Junior** | ➢ **A+ Certification - Software and Networking** | ➢ **Web Programming I & II**<br>➢ **AP Computer Science** |
| **Senior** | ➢ **Internship/Help Desk** | |

# Business Pathway Programs

**6113-C Principles of Business 2.5 credits**

This course is designed to provide students with a practical working knowledge of the organization of business enterprises and the principles and procedures that are essential to their success. It is designed specifically for all students who plan to work in business, for those who wish to be employed in management positions, and for those who POS plan to go on to postsecondary education and pursue a business management career. Topics of study include economics, business organizations, leadership, marketing, and the global economy through text and technology resources. Upon completion of the course, students will have an understanding of how businesses are organized, and how they operate locally, nationally, and globally in today's technology-driven world marketplace. *Prerequisite: None*

**6123-C Principles of Marketing 2.5 credits**

The Principles of Marketing class is designed to introduce the student to the role of marketing in the organization. Major emphasis is placed on the concept of marketing strategy as a comprehensive, integrated plan designed to meet the needs of the consumer and thus facilitate exchange. Techniques and practices utilized by marketers in the areas of research, product planning, pricing, distribution, and promotion are presented through lecture and case studies. Topics will be reinforced through active participation in DECA competitions, job-shadowing program, and other marketing-related events. *Prerequisite: Principles of Business (6113-C) or approval of Director of Math and Business Technology*

**61153-C Accounting 2.5 credits**

In this course, students will study the basic accounting principles, become familiar with common accounting terminology, and learn the complete accounting cycle. Students will develop an understanding of the methods used to develop financial records for a business enterprise, with emphasis on the sole proprietorship, by recording and preparing statements concerning assets, liabilities, and the operating results of a business. Students will learn how to plan, record, analyze, interpret, and forecast the finances of businesses. Textbook and workbook learning will be supplemented with the QuickBooks accounting software package; the Microsoft WORD program; and the Microsoft EXCEL program. Topics will be reinforced through active participation in DECA competitions, job-shadowing program, and other accounting-related events.
*Prerequisite: Principles of Business (6113-C) or approval of Director of Math and Business Technology*

**6323-C Financial Literacy 2.5 credits**

This course is intended for all students to be taken in either the junior or senior year. It is a graduation requirement for the classes of 2017 and beyond. This course provides students with an introduction to financial literacy. Topics include budgeting, savings and financial institutions, credit cards, auto, personal and school loans, mortgages, stocks and the stock market, insurance, retirement accounts and other key aspects of financial strength for personal accounts.

**61933-C Retail Marketing (Offered 2014-2015) 2.5 credits**

This course is intended for students interested in a career in retail in order to expose them to the world of selling and distributing goods and services. Students will be introduced to the tools and vocabulary of retailing professionals; retail market strategy, buying and pricing merchandise, customer service and selling. Students will also study merchandising techniques, types of retail businesses, promotion, and develop the technical and interpersonal skills necessary for retail merchandising. To complement classroom instruction, students taking retail marketing will also be eligible to participate in DECA marketing and leadership activities. *Prerequisites: Principles of Business and either Principles of Marketing or Accounting*

**6213-C Sports & Entertainment Marketing 2.5 credits**

The Sports & Entertainment Marketing course will introduce the student to the role of marketing in professional sports, the NCAA, the recording industry, Hollywood, and several other fields. Students will learn business concepts through the use of real-world case study, lecture, and current industry news. Topics will be reinforced through active participation in DECA competitions and other marketing related events.
*Pre-requisite: Principles of Marketing (6123-C)*

**61173-C Entrepreneurship (Offered 2015-2016) 2.5 credits**
**(DECA Small Business Management )**

This skills-based course gives students a solid grasp of how to open and operate a small business venture. All aspects of opening and operating a small business such as planning, financing, promoting, hiring, managing as well as other related topics will be explored. Students will gain hands-on experience by operating and managing the SHS School Store. Topics will be reinforced through active participation in DECA competitions, use of the Retailing Virtual Business Game Software and other small business-related activities. This class will be DECA focused and handle the operation and management of the School Store (requires after-school store assignments.) Students will be required to develop a business plan for a small business.
*Prerequisites: Principles of Business (6113-C)*

## Communications Pathway Programs

**Course selections for the Media and Design & Visual Communications Pathways are listed by recommended grade level. Students should use their elected pathway's course grid to guide their course choices and sequence.**

**62223-C Introduction to Media 2.5 credits**

This is an introductory course to media communication, including design and development. A variety of assignments will be used to introduce students to print, journalism, music, radio, television, video, film, photography, graphic design and their role in mass communication. Communication ethics, industry laws and regulation, and the related digital media technology will also be explored. *Prerequisite: None*

**6623-C Video Production I 2.5 credits**

This is an introductory course in TV production techniques. A variety of assignments will be used to introduce students to directing, camera work, audio production, scriptwriting, nonlinear editing, story boarding, show development, and studio production. Broadcast ethics and new digital media technology will be discussed.
*Prerequisite: Introduction to Media or approval of Director of Math and Business Technology*

**63633-C Graphic Design 2.5 credits**

This course introduces the student to the basic principles of successful business graphic design. Design elements and principles are examined and their application explored through research of real-world industry examples and hands-on creative project assignments. Business applications covered include business stationery, brochures, flyers, and cards, meeting materials, advertisements and presentations. Effective use of color, symbols, composition and scale is stressed. Basic design skills utilizing business-oriented, computer programs, such as PowerPoint and Publisher, are developed. *Prerequisite: Introduction to Media or approval of Director of Math and Business Technology*

**66333-C Video Production II 5 credits**

This is an intensive course in video production for the apprentice student. Topics will include shooting in the studio and on location, advanced editing, and graphics development. The class will be responsible for the

development of the weekly programming for the Stoughton cable channel. *Prerequisite: Video Production I (6513-C) or Director of Business approval required.*

**6533-C Video Production III 5 credits**

This is an intensive course in video production for the advanced student. Topics will include program design, development, project management, production scheduling, coordination with the local cable company, and on-air appearances, as planned. The class will be responsible for overall program management of the weekly production of programming for the Stoughton cable channel. *Prerequisite: Video Production I (66333-C), Video Production II (6523-C) or Director of Business approval required.*

**6613-C Stoughton Yearbook Production 5 credits**

The Stoughton Yearbook is not just for seniors, but for every student. Students help produce the yearbook in a timely, organized fashion while learning about the production and marketing of a publication, specifically the yearbook. The course will be divided into three sections: Getting Started (organization, ethics, and deadlines), Mastering the Skills (developing content, writing stories, graphic design, and photojournalism/digital photography), and Marketing the Product (marketing, selling and designing ads).

Eligibility: Open to 11th and 12 th grade students with permission of the Director of Math and Business Technology.

## Information Technology Pathway Programs

**6913-C Digital Foundations 1.25 credits**

This course is designed to orient students to essential skills that will guide them in their use of technology and prepare them for post-secondary education and a career. Students will build a foundation of skills which they can apply throughout their high school years. Students will develop communication skills through the introduction of school email and Google Docs, and develop public speaking skills through the use of software and web-based applications. In addition, students will begin to create and develop a digital portfolio, as a means for communicating strengths and accomplishments, which can later be used in support of application to college and/or for employment opportunities. Students will engage in digital citizenship activities that will reinforce digital ethics, effective social media use and email etiquette. *This course is every day for one term.*

**6343-C Digital Literacy 5 credits**

Digital Literacy provides a student with the foundation of technical knowledge needed to succeed in academic and workplace environments using computers and the Internet. The IC³ standards for digital literacy will guide the student's exploration of the most important and valuable areas needed to compete in an increasingly digital world, where virtually every field and function is impacted by computers. Prerequisite: None

**6473-C A+ Certification (Hardware) 5 credits**

This course is designed to teach the fundamentals of common operating systems and the PC hardware that they control. Students will gain hands-on experience with PC hardware and peripheral devices like modems and printers. Students will also learn to install and troubleshoot common operating systems. Earning the A+ certification proves that you have a broad knowledge base and competency in core hardware and operating system technologies including installation, configuration, diagnosing, maintenance and basic networking.
*Pre-requisite: Digital Literacy*

**6483-C A+ Certification (Software) + Networking 5 credits**

This course is designed to teach the fundamentals associated with the design, development, installation and maintenance of networks and the related systems and the hardware. Students will explore security systems and the safeguarding of a business network. Earning the Network+ certification proves that you have a broad

knowledge base and competency in network systems and the related technologies including installation, configuration, diagnosing, preventative maintenance and basic networking. *Prerequisite: Completion of A+ Certification (Hardware)*

**6373-C Web Programming I 2.5 credits**
This course will introduce the concept of programming for the web using a variety of languages and software, such as HTML language (Hyper Text Markup Language). This course begins preparing students to communicate with the world through the Internet (World Wide Web). An emphasis will be placed on the history of computer languages and technology for the future. *Prerequisite: Digital Literacy*

**6383-C Web Programming II 2.5 credits**
This is an intermediate course continuing to focus on advanced HTML topics, as well as DreamWeaver.
*Prerequisite: Web Programming I.*

**6513-C Internship - Help Desk 5 credits**
This course is designed to provide students who have completed the A+ Certification courses with the opportunity to apply the skills and knowledge learned in a live environment. Students will work side by side with the district technology staff to respond to requests for technology support from SHS users.
*Prerequisite: Enrollment in this course requires satisfactory completion of A+ Certification courses and Director of Business approval*

## Career, Business, & Design Courses

**The following courses are individual electives and are available to all students, as noted.**

**63303-C Microsoft Office Suite 2.5 credits**
Microsoft Office provides students with an introduction to the fundamentals of Microsoft Windows and the Microsoft Office Suite's applications: Word, PowerPoint, Excel and Publisher. All SHS students will need to use these tools in their classes to perform required assignments. *Prerequisite: None*

# ENGLISH LANGUAGE ARTS

The English courses at Stoughton High School aim to meet the language needs and to challenge the intellectual interests of students having a wide range of abilities and vocational aims. In addition to providing students with a sequential body of knowledge encompassing British, American, and world literature, these courses will also help students develop appropriate reading and critical thinking skills as well as effective study techniques, and afford students progressive experience in the skills of oral and written expression. Vocabulary development is an important component of each course. Composition skills will receive the major emphasis; all students will write frequently, doing both creative and expository writing, with special stress placed on analytical writing supported by textual evidence. A student must pass English to proceed to the next grade level in English. If a student fails a college level course, s/he will repeat the course at the same level. In order to be eligible for summer school the student must have passed 2 marking periods. Grade 12 English allows most students the opportunity to choose two single semester courses of interest. Ideally seniors will have one English course each semester their senior year. Any student who has had to repeat a year of English in grades 9-11 may double up on English their senior year (ie: a senior can take 11$^{th}$ and 12$^{th}$ grade English concurrently). **All English courses *require* summer reading work.** Honors and AP courses have summer reading requirements that exceed those of all other ELA courses.

## Grade 9

Any student who repeats grade 9 English must complete a *different* title from the required summer assignment.

**1112-H English 9 5 credits**

Students are invited into the honors program based on specific criteria: the grade 8 English teacher's recommendation, performance on a writing sample, achievement in English in grades 7 and 8, as well as achievement on standardized tests. Students in this course must have already achieved reading and writing skills beyond those of the average ninth grade, college-bound student. The genres of drama, poetry, fiction, and nonfiction are studied. In writing, emphasis is on literary analysis. Students will study grammar in depth. The expectations for oral and written communication are rigorous. Only self-motivated students will be successful in the honors program. *Students must complete the 9H summer reading assignment prior to entering the course.*

**1113-C English 9 5 credits**

This course includes emphasis on the development of skills in the areas of writing, reading comprehension, oral expression, and analytical skills. Readings for the course will include a survey of all literary genres with emphasis on works by American writers. Composition work will focus on expository, analytical, and argumentative essays. A student electing this course must have good study habits. *Students must complete the summer reading assignment prior to entering the course.*

**1944-P English Instructional Lab 2.5 credits**

English Instructional Lab supports the development of students' writing and reading skills to help them do better in all of their classes. The teacher will act as a facilitator to assist students with the development of their study skills, effective test preparation, and/or with appropriate techniques for responding to reading comprehension questions and essay prompts. The teacher will also help students with all aspects of the writing process, from pre-writing techniques to the final proofreading stages of any length paper for any subject area. *9th and 10th grade students identified (by teacher or 8th grade ELA MCAS score) as needing extra support with written communication and reading comprehension must take this course. This class meets on 3 days out of the 8 day cycle.*

## Grade 10

**1212-H English 10 5 credits**

This course reviews the skills developed in English 9 Honors and develops additional skills in language, composition, and literature. Students are expected to do more work independently and analyze literature in depth. In composition, the emphasis is evidentiary support of their literary analysis. *Students must complete required summer reading prior to entering the course. College level students who want to enter the honors track must complete a level change assessment and earn their 9th grade teacher's recommendation.*

**1213-C English 10 5 credits**

This course reviews the skills presented in English 9 College and develops additional skills in language, composition, and literature. Literature is grouped thematically with a focus placed on British Literature. Emphasis in composition is on building each student's ability to find and use evidentiary support of his or her arguments and analysis. 10th grade students must complete the ELA MCAS test (a graduation requirement) in March of their Sophomore year.

**1944-P English Instructional Lab 2.5 credits**

English Instructional Lab supports the development of students' writing and reading skills to help them do better in all of their classes. Students will work on communicating effectively through written expression, reading with understanding and answering critical thinking questions. This course also focuses on test taking skills to aid students in passing the ELA MCAS, which is a graduation requirement. The teacher will assist students with the development of their study skills, effective test preparation, and with appropriate techniques for responding to reading comprehension questions and essay prompts. The teacher will help students with all aspects of the writing process, from pre-writing techniques to the final proofreading stages of any length paper for any subject area. *9th and 10th grade students identified (by teacher or 8th grade ELA MCAS score) as needing extra support with written communication and reading comprehension must take this course. This class meets on 3 days out of the 8 day cycle.*

## Grade 11

**1311-AP Advanced Placement: Language & Composition 5 credits**

This course is for juniors who wish to pursue a university course while still in high school. Its focus is on the study of language (rhetoric) and composition. In conducting an Advanced Placement English class the teacher serves as discussion leader, questioner, critic, and scholar, while encouraging the members of the class to assume responsibility for their own learning. Outside of class, the teacher confers with students to assist them with their reading and revision of their writing. Students are selected for this course based upon several criteria, including grades earned in previous English courses, achievement on standardized tests such as PSAT and ELA MCAS, a required writing sample, and the recommendation of their 10th grade English teacher. *Students must complete required summer reading prior to entering the course. Taking the AP Exam for this course is a requirement. Please read "To Prospective AP Students," (pg12) before selecting this course.*

**1312-H English 11 5 credits**

This course is a continuation of the honors program for students who have successfully completed English 10 Honors or have the recommendation of their 10th grade English teacher to enter the honors track. The course involves intensive work in composition, language, and literary analysis. 11H Students are self-motivated, capable of completing independent supplementary reading, have handle different types of literary criticism, and are required to complete an in-depth research paper. *Students must complete required summer reading prior to entering the course. College level students who want to enter the honors track must complete a level change assessment and earn their 10th grade teacher's recommendation.*

**54033-C (Eng) AND 54043-C (HSS) American Studies 10 credits**

See course description in the Humanities section.

**1313-C English 11 5 credits**

Using American literature and mythology, this course explores archetypal themes, such as loss of innocence, the American Dream, dualities, the heroic quest, and the cycles of nature. A major objective of the course is to study the manner in which American and world authors articulate these themes. Students explore the disparate works of Homer, Malamud, Hurston, Fitzgerald, Miller, and Williams, among others, with a critical lens. Vocabulary work, SAT preparation, research, poetry, non-fiction, and further development of composition skills are an integral part of English 11 C.

## Grade 12

**1411-AP Advanced Placement 12: Literature 5 credits**

This course is for seniors who wish to pursue a university level course while still in high school. Its focus is a close, critical analysis of literature as well as the development of analytical writing skills. In conducting an Advanced Placement English class the teacher serves as discussion leader, questioner, critic, and scholar,

helping the members of the class to assume much of the responsibility for their own learning. Outside of class, the teacher confers with students to assist them with their reading and revision of their writing. Students are selected for this course based upon several criteria, including grades earned in English courses, achievement on standardized tests such as PSAT, SAT and/or ELA MCAS, a required writing sample, and their 11th grade English teacher's recommendation. *Students must complete required summer reading prior to entering the course. Taking the AP Exam for this course is a requirement. Please read "To Prospective AP Students," (pg 12) before selecting this course.*

**1412-H English 12 5 credits**

This course is a continuation of the honors program from Grade 11. It is designed for the above-average student who will benefit from an additional year of high school English rather than moving immediately to the freshman, college-level work of Advanced Placement English. The course involves intensive work in composition, language, and literature with the literary focus on modern world writers. *Students must complete required summer reading prior to entering the course.*

**ALL seniors must choose a pairing of TWO single semester courses, one for each semester. Please read the course descriptions, decide what you are interested in, and then see the pairing chart below. On your selection sheet put your top two choices of pairs.**

**1543-C Creative Writing 2.5 credits**

This is a course in expository and creative writing that combines the study of modern creative stories, poems, and other forms of creative writing. The course is project based and requires much at-home and in-class writing; successful students need to be goal oriented and self-motivated. Students in Creative Writing will conference with their peers and teacher to improve their creative and analytical expression. The extent of the assignments and the direction of class time will depend on the individual student's talents and needs. *This course is open (as an elective) to advanced writers in grade 10 or 11 who have their teacher's recommendation. It can also be taken by seniors who want exposure to creative writing, but have elected other ELA courses.* Only seniors may use this course to fulfill one of the required grade 12 semester courses in English.

**1553-C Journalism 2.5 credits**

This course, *open to students in grades 9-12*, provides training in the techniques of obtaining facts and reporting them through news and feature stories, together with improving skills in persuasive writing through the editorial. Students taking this heterogeneously grouped course **will be assisting with the school newspaper, *The Knight*.** *Only seniors may use this course to fulfill one of the required grade 12-semester courses in English.* Journalism will meet every day for a semester.

**1433-C Literary Heritage of America 2.5 credits**

This course is a *cross-curricular Humanities offering* which integrates numerous topics taught in English and Social Studies to stimulate discussion of a variety of societal issues regarding race, religion, and ethnicity in America. Through literature students will explore the evolving definitions of what it means to be an American, the historical and legal issues confronting immigrants and racial minorities, immigration, assimilation, generational differences, and social justice issues. A wide variety of literature, current events, and films enrich this course.

**1513-C Modern World Literature 2.5 credits**

Students will study modern writers of plays, novels, short stories, and poetry from around the world. Students will identify and investigate common themes and the shared experiences evident in works from many nations, especially those of European and Non-Western writers. Students will hone their analytical skills through close

reading of various texts, discussion, and writing. *Modern World Literature is the course that most closely reflects the structure of ELA courses in grades 9-11.*

**1523-C Plays: Past and Present 2.5 credits**

Students will explore the writing of major playwrights from ancient times to the present. Some of the works covered, but not limited to are: *Hamlet, Rosencrantz and Guildenstern are Dead, Medea, Oedipus Rex, A Streetcar Named Desire, Othello, 12 Angry Men,* and *Monster*. By reading plays representative of the main trends in drama, the class will delve into the richness of plays and themes resonate with a modern audience. Students will hone their analytical skills through close reading of various texts, discussion, and writing.

**1533-C The Poetry Experience 2.5 credits**

This course involves in-depth analysis of the works of major poets and contemporary songwriters. The class provides a forum for local poets, student poets, and educators to present their work. In this course students will build on their understanding of poetic literary conventions while honing their analytical skills through close reading, discussion, and writing.

**1565-QC Quincy College English Composition I 2.5 credits**

This course is taught in conjunction with Quincy College. Students will complete a variety of writing assignments including: (a) The Comparison/Contrast Essay (b) Literary Analysis (c) Process Essay (d) Essay of Definition and (e) Essay of Classification. Individual conferences with peers and the teacher are required. **Students passing this course will receive 3 college credits from Quincy College.** Students registering for this course must pay the course fee for Quincy College that was $125.00 for the 2013-2014 school year. Earning 3 college credits for $125.00 is an incredible deal!

**1673-C Sci-Fi & Tales of Suspense & Horror 2.5 credits**

This course will scare the socks of seniors who wish to explore the genres of science fiction, suspense, and horror. Students explore classic scary stories including *Dracula* and *Frankenstein* and modern Sci-Fi including *Robopocalyspe*. Seniors will build upon the analytical and argumentative skills they have learned in previous ELA courses. Students will continue developing their writing, analytical skills, and dip into creative writing.

**1563-C Writing Seminar 2.5 credits**

In this course students will explore the forms of communication that they will need in college and the workplace. This course is for seniors who wish to strengthen their individual writing and communication skills before completing their work at Stoughton High School. Students will work on their college essay(s), write resumes, improve upon the essay formats they have used throughout high school, practice the skills needed to speak and present information, write letters, and buttress their overall communication skills.

| Course Pairing # | Semester 1 | Semester 2 |
|---|---|---|
| **12th Grade College Level Course Pairings- put your top 2 pairs on your selection sheet** | | |
| 1 | Writing Seminar | The Poetry Experience |
| 2 | Writing Seminar | Literary Heritage of America |
| 3 | Writing Seminar | Sci-Fi & Tales of Suspense and Horror |
| 4 | Writing Seminar | Plays: Past and Present |
| 5 | Quincy College English Composition I | Creative Writing |
| 6 | Quincy College English Composition I | Modern World Literature |
| 7 | The Poetry Experience | Creative Writing |
| 8 | The Poetry Experience | Plays: Past and Present |
| 9 | Sci-Fi & Tales of Suspense and Horror | Literary Heritage of America |
| 10 | Sci-Fi & Tales of Suspense and Horror | Plays: Past and Present |
| 11 | Literary Heritage of America | Journalism |
| 12 | Literary Heritage of America | Modern World Literature |
| 13 | Journalism | Modern World Literature |
| 14 | Journalism | The Poetry Experience |
| 15 | Plays: Past and Present | Sci-Fi & Tales of Suspense and Horror |
| 16 | Modern World Literature | Creative Writing |
| 17 | Creative Writing | Journalism |

## English Elective Courses

These courses meet every day for a semester.

**1543-C Creative Writing 2.5 credits**
This is an elective course for select sophomores and juniors. Please see the course description under grade 12. Speak with your current English teacher if you are interested.

**1553-C Journalism 2.5 credits**
This is an elective course for grades 9-12, and can count as a required semester of English for 12th graders. Please see the course description under grade 12.

**1643-C Creative Dramatics 2.5 credits**
This is an elective course for grades 9-12 that is an introduction to theater. Students will practice creative dramatics through pantomime and improvisation, as well as study acting techniques, directing, interpretation, movement, scene design, make-up, theater history, and play analysis. It does not fulfill an English requirement.

**16633-C SAT Review 2.5 credits**
Students electing this course will learn techniques that will better enable them to prepare for the PSAT and/or SAT. Through in-class practice, students will develop strategies for answering questions on reading comprehension, sentence completion, and writing. Students will also practice the essay portion of the SAT as well as pacing techniques. A minimal amount of time is spent on math questions. (Grades 10, 11, 12)

## Reading

**1704-P Intensive Reading 5 credits**

Students who take this course will learn reading strategies that will help to improve their reading comprehension. Part of the class is devoted to independent silent reading at the student's reading level, and part of the class is spent reading and discussing texts as a group. Strategies practiced in class include summarizing, responding, making inferences, and using context clues to determine word meanings.

**1874-P ELL Reading 5 credits**

This reading course is specifically designed for ELL students. In this course, students will learn reading strategies in preparation for the English MCAS exam. Part of the class is devoted to independent silent reading at the student's reading level, and part of the class is spent reading and discussing texts as a group. Emphasis is on vocabulary, building of background knowledge, and reading comprehension.

**91523-P Fundamental Reading Skills 2.5 credits**

Students who take this course will learn reading strategies that will help to improve their reading comprehension. Part of the class is devoted to independent silent reading at the student's reading level, and part of the class is spent reading and discussing short texts as a group. Strategies practiced in class include summarizing, making connections, making inferences, visualizing, predicting, and note-taking.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

This department services the English Language Learners (ELL) in the areas of tutoring, translating, and instructing. ELL students may also be tutored in other academic and related classes. The amount of services provided to each ELL student depends on his or her individual need. The goal is to successfully mainstream the ELL student. ELL English classes do not count as an English Class once the student has reached an SPL level of 3 or higher. All students in ELL English classes are placed in ELL classes based on their SPL levels earned on state mandated tests.

**1814-P ELL I 10 credits**

Emphasis is placed on pronunciation and comprehension of simple English through dialogues, short stories, visual aids, and vocabulary building. Instruction in basic phonics is strongly emphasized. Listening skills are taught through drills, tapes, dictations and oral commands. There is also instruction in basic English grammar. Topics in this course also include instruction in survival English, English conversation, English grammar, spelling, oral expression and academic content. A significant amount of native language acquisition and cultural development will take place during this class.

**18244-P ELL II 10 credits**

Emphasis is placed on increasing reading comprehension through the reading of short stories, plays and worksheets. Spelling and phonics are taught. Listening skills are increased through language drills, tapes, dictation, and oral commands. Basic English grammar continues to be emphasized. Students will acquire a good working knowledge of English grammar. Students will work on improving their listening, speaking, reading and writing skills through content area readings, discussions, dictionaries, dictations, tapes and spelling exercises. A significant amount of native language acquisition and cultural development will take place during this class.

**183444-P ELL III 5 credits**

Students will be involved with reading, comprehension, and academic content at the intermediate level. Students will also work on grammar, idiom usage, spelling, and basic paragraph writing. Reading selections will be longer and more detailed at this level. In this course, essential idioms in English, grammar and spelling become more challenging. Students will continue to improve their writing skills throughout the curriculum. A significant amount of native language acquisition and cultural development will take place during this class.

**18444-P ELL IV 2.5 credits**

Students will be reading academic selections at an advanced level. Students will continue their learning of grammar, mechanics, usage, and syntax. Vocabulary development, reading comprehension and composition skills will be emphasized. A significant amount of native language acquisition and cultural development will take place during this class.

**18544-P ELL V 2.5 credits**

Students will be writing and reading various selections of literature. Students will continue their learning of grammar, mechanics, usage, and syntax. Vocabulary development and reading comprehension skill development will be emphasized through intensive writing. Native language acquisition and cultural development is a component of the class that is explored through writing and reading.

**186444-P/18644-P ELL Instructional Lab 2.5 / 5 credits**

ELL Instructional Lab is designed to assist ELL students with their mainstream coursework. This course is designed to strengthen the grammar, reading comprehension, listening and writing skills of current and former ELL students who are enrolled in mainstream courses. The teacher will act as a facilitator to assist students in understanding and completing their homework and writing assignments and preparing for projects and presentations.

## FINE ARTS

The Fine Arts involve many aspects of the performing and applied arts. The department works very closely with students both collectively and on an individual basis for providing maximum development of their specialized talents.

### Music

Band and Choral students entering SHS are invited and encouraged to continue their instrumental and choral training in high school. Students who would like to continue in both band and chorus should consider the Chorus/Band Combination class. Students looking for honors credit need to be enrolled in the 5-credit option and fulfill one of the extra-curricular choices. Jazz Lab is a course for vocal and instrumental music students looking to explore the jazz idiom in both performance and classroom settings.

Students without a traditional background in music are encouraged to consider Introduction to Piano, Introduction to Guitar, Introduction to Computer Music and Rap, Rock and Roll. You do not need to read music or play an instrument to participate in these electives.

Guitar Fundamentals, Piano II and Computer Music II courses are sequential. You need to take the introduction courses before electing these classes.

The Music Theory and Advanced Musicianship courses are tailored to students looking to improve their musicianship skills. Students considering a Music major or minor in college should consider one or both classes.

**Instrumental and Choral Performance Ensembles –** A recommendation from the OMS Band or Choir Director for incoming freshman is needed. Jazz Lab will need Instructor approval.

| Grade | Course | Prerequisite | Length | Credit |
|---|---|---|---|---|
| 9-12 | Band - College or Honors | Instructor approval | ED | 5 |
| 9-12 | Chorus - College or Honors | Instructor approval | ED | 5 |
| 9-12 | Chorus/Band Combination C/H | Instructor approval | ED | 5 |
| 9-12 | Jazz Lab | Instructor approval | ED 2nd Semester | 2.5 |

**Music Elective Courses -** Certain Electives have prerequisites and may require instructor approval.

| Grade | Course | Prerequisite | Length | Credit |
|---|---|---|---|---|
| 9-12 | Introduction to Guitar | None | ED Semester | 2.5 |
| 10-12 | Guitar Fundamentals | Introduction to Guitar | ED Semester | 2.5 |
| 11-12 | Performance in Guitar Styles | Guitar Fundamentals or Instructor approval | ED Semester | 2.5 |
| 9-12 | Introduction to Piano | None | ED Semester | 2.5 |
| 10-12 | Piano II | Introduction to Piano | ED Semester | 2.5 |
| 9-12 | Introduction to Computer Music | None | ED Semester | 2.5 |
| 10-12 | Computer Music II | Introduction to Computer Music | ED Semester | 2.5 |
| 9-12 | Rap, Rock & Roll | None | ED Semester | 2.5 |
| 9-12 | Music Theory | Instructor approval | ED Semester | 2.5 |
| 10-12 | Advanced Musicianship | Music Theory I | ED Semester | 2.5 |

**751-C/7513-H Band – College /Honors 5 credits**

The high school band program is a continuation of the Instrumental Music Program, which starts in the elementary schools and continues through the middle school to the high school. Although most of the students who elect high school band have progressed through the feeder program, new students may enter band at this level. An audition may be required for new students, based upon previous experiences/background. Performance, individual skill development, and musicality are stressed throughout the program. Students of the band are expected to participate in the Winter and Spring Concerts, Class Night and SHS Graduation exercises. The Band Director or Fine Arts Director may make exceptions.

**Honors Credit**

Students in band will have the opportunity to earn honors credit by fulfilling one of three additional voluntary options:

1) Participation in the competitive Marching Band, which performs at home football games, town parades and several marching band festivals.
2) Participation in the Jazz Band (open to students through a competitive audition process)
3) Preparation and presentation of a graded solo or small ensemble literature from the standard repertoire. The presentation can be made to a panel of music staff or by participating in a Southeast Massachusetts District or SEMSBA band audition.

*Prerequisite: Permission from the SHS Band Director or recommendation from the OMS Band Director*

**761-C/7613-H Chorus - College /Honors 5 credits**

Membership is open to all students based upon evening the balance between the vocal sections of the chorus. Students must receive a recommendation from the chorus director or Director of Fine Arts to be placed in this course. Emphasis will be placed upon the proper use of the voice through class participation and performances. Membership in the choral program requires that all students participate in the basic aspects of

the program. Students of the chorus are expected to participate in the Winter and Spring Concerts, as well as Class Night. The Chorus Director or Fine Arts Director may make exceptions.

**Honors Credit**

Students in the chorus will have the opportunity to earn honors credit by fulfilling one of two additional voluntary options:

1) Participation in the Jazz Choir. (open to students through a competitive audition process)
2) Preparation and presentation of a graded solo or small ensemble literature from the standard repertoire. The presentation can be made to a panel of music staff or by participating in a Southeast Massachusetts District or SEMSBA chorus audition.

*Prerequisite: Permission from the SHS Choral Director or recommendation from the OMS Choral Director*

**7623-C/7622-H Band & Chorus Combination - College /Honors 5 credits**

This course is a hybrid of the band and the chorus class. Students who are interested in performing in both band and chorus would be ideal candidates for this course. Students would participate in band three times and chorus three times during the six-day cycle. Students of the Chorus & Band class are expected to participate in the Winter and Spring Concerts, as well as Class Night and SHS Graduation exercises. The Chorus and Band Directors or Fine Arts Director may make exceptions.

**Honors Credit**

Students in the band/chorus class will have the opportunity to earn honors credit by fulfilling one of four additional voluntary options:

1) Participation in the Jazz Choir. (open to students through a competitive audition process)
2) Participation in the Jazz Band. (open to students through a competitive audition process)
3) Participation in the competitive Marching Band.
4) Preparation and presentation of a graded solo or small ensemble literature from the standard repertoire. The presentation can be made to a panel of music staff or by participating in a Southeast Massachusetts District or SEMSBA chorus audition.

*Prerequisite: Permission from the SHS Band and Chorus Directors*

**7263-C Introduction to Computer Music 2.5 credits**

This hands-on course introduces students to the features and interface of Apple's Garage Band music software. Many of today's music stars use Garage Band to create perform and record music. Learn the interface and basic recording techniques, how to arrange a song, edit and mix tracks, and add effects to your creations. A musical background is not necessary to produce professional sounding recordings. *Prerequisite: None*

**76533-C Computer Music II 2.5 credits**

This course is a continuation of the study of Garage Band software from the Computer Music 1 course. Students in this course will use more advanced techniques and explore other music production software to create their compositions and recordings. *Prerequisite: Introduction to Computer Music*

**77233-C Rap, Rock & Roll 2.5 credits**

Is a listening based survey course that explores modern music in America including Blues, Jazz, Pop, Rock and Hip Hop and Rap music. Emphasis will be placed on a stylistic analysis of the major performers, composers and arrangers, and their practices. This course is open to all high school students. *Prerequisite: None*

**7733-C Music Theory 2.5 credits**

The Music Theory course is designed for the student with a serious interest in music. Basic harmonic theory, scale and mode construction, interval recognition, chord construction, and available tensions will be explored.

Ear training concepts will be stressed. Students selecting this course should have a working knowledge of music through the playing of an instrument or vocal training. *Prerequisite: Instructor approval*

**7043-C Advanced Musicianship 2.5 credits**

Ever wonder how some players can instantly play back what they hear, without any music in front of them? Or how a singer can look at a piece of sheet music and know exactly what it sounds like? How do musicians improvise? It may seem like the world's great musicians "just know" these things, but you can actually learn them! Students in this course will become versed at the basic level in ear-training, sight-reading, conducting, improvising, and arranging. If you have a real interest in taking control over your own musical endeavors by developing skills that extend beyond singing/playing your instrument, this class is for you! *Prerequisite: Music Theory I*

**7753-C Jazz Lab 2.5 credits**

This course will offer instruction in the development and refinement of performance and ensemble techniques in the jazz styles. This course is designed for members of the music department who have working knowledge music through the playing of an instrument/voice. Elements of jazz theory, improvisation, and interpretation will be studied in big band and small ensemble settings. *Prerequisite: Open to members of the music department or with instructor's approval.*

**7683-C Introduction to Guitar 2.5 credits**

This course is designed for students with very little to no experience playing the guitar. Students will explore the history of guitar, and of the different genres in which the guitar has played an important role in music. Students will develop proper playing techniques and reading skills for playing the guitar for personal enjoyment. SHS has guitars available for classroom use. *Prerequisite: None*

**7693-C Guitar Fundamentals 2.5 credits**

This course is designed for students who have completed Guitar I or Introduction to Guitar. This class will build on the concepts of performance, technique, reading, and music theory taught in Guitar I. Instructional literature is selected from classical and contemporary repertoire. SHS has guitars available for classroom use. *Prerequisite: Introduction to Guitar I or Instructor approval is required*

**76883-C Performance in Guitar Styles 2.5 credits**

Have you ever wanted to play your favorite guitar music with your peers? This performance-based course allows you to choose and specialize in specific styles of guitar playing. On an individual and group basis, you will discover the techniques, conventions, and repertoire of the styles you choose, as you work toward preparing your own guitar performances. Are you a hard rock fan? Divide the rhythm and lead of a Metallica song between you and a partner. Is blues your style? Learn the improvisation techniques of Eric Clapton or John Mayer. More of a classic rocker? Show off those famous licks in a performance of the rock and roll staples. If there is a style you like, the opportunities are endless! *Prerequisites: Guitar Fundamentals or Instructor Approval*

**77733-C Introduction to Piano 2.5 credits**

The Introduction to Piano course is designed for students with little to no experience with playing piano. Students will learn to read music through exercising the fundamental technical skills of piano playing. Students will develop proper playing techniques and reading skills for playing the piano for personal enjoyment. *Prerequisite: None*

**77933-C Piano II 2.5 credits**

The Piano II course is designed for students with prior experience in playing piano. This course build on the concepts covered in Introduction to Piano. Piano II also will provide students an education in music history

and the role the keyboard has played in that history. Students will play a variety of music from the piano literature. *Prerequisite: Introduction to Piano or Instructor approval is required*

## Visual Arts

Introduction to Fine Crafts, Introduction to Art and Introduction to Photography, along with Drawing and Painting I, are foundation courses for the Visual Arts Program. Students are encouraged to select one or more foundation courses freshman year. Foundation courses are available to all high school students from grades 9 through 12. Once students successfully complete one or more foundation courses, they may choose electives to further their education in art and design.

Art Elective courses are available to students in grades 10 through 12. All Art elective courses have prerequisites and in some cases will need instructor approval.

**Art Foundation Courses -** Foundation courses are available to all students

| Grade | Course | Prerequisite | Length | Credit |
|---|---|---|---|---|
| 9-12 | Introduction to Fine Crafts | None | Semester | 2.5 |
| 9-12 | Introduction to Art | None | Semester | 2.5 |
| 9-12 | Introduction to Photography | None | Semester | 2.5 |
| 9-12 | Drawing & Painting I | None | Full Year | 5 |

**Art Elective Courses –** Electives have prerequisites and may require instructor approval

| Grade | Course | Prerequisite | Length | Credit |
|---|---|---|---|---|
| 10-12 | Drawing & Painting II | Drawing & Painting I | Full Year | 5 |
| 10-12 | Illustration & Cartooning | Drawing & Painting I or Art II | Semester | 2.5 |
| 11-12 | 3 Dimensional Design | Drawing & Painting I or Art II | Full Year | 5 |
| 11-12 | Advanced Art | Art II | Full Year | 5 |
| 12 | Art Portfolio | Instructor approval | Semester - Fall | 2.5 |
| 10-12 | Photography I | Intro to Digital Photo | Full Year | 5 |
| 11-12 | Advanced Digital Editing | Photography I | Semester | 2.5 |
| 12 | Photography Portfolio | Photo I & Instructor approval | Semester - Fall | 2.5 |

## Foundation Courses

**7003-C Introduction to Art (Grades 9 – 12) 2.5 credits**
Introduction to Art is a foundation course offering students the opportunity to express themselves creatively in all media including drawing, painting, collage, sculpture, and mixed media, with emphasis on critical thinking, craftsmanship, and presentation of artwork. This is a foundation course for further study in the visual arts. *Prerequisite: none*

**71223-C Introduction to Fine Crafts (Grades 9 – 12) 2.5 credits**
Introduction to Fine Crafts provides an overview and introduction to Fine Crafts, their media, and the cultures they represent. Students will work with mixed media including book making and binding, wooden sculptures, batiking, tile and paper mosaics, basket weaving and printmaking. This is a foundation course for further study in the visual arts. *Prerequisite: none*

**7163-C Introduction to Photography (Grades 9-12) 2.5 credits**
Introduction to Photography will introduce students to the mechanics of a digital camera while focusing on photographic principles such as composition, elements of design, cropping, use of color, using Photoshop to

manipulate photos, printing, and critique. Students will be able to visualize the world from a new perspective, capture it, compose it, and then edit it through the use of computer-aided tools. You do not need to own a camera to take this course. This is a foundation course for further study in Photography. *Prerequisite: none*

**7013-C Drawing and Painting I (Grades 9-12) 5 credits**
This course is designed for students who would like to concentrate on improving their drawing and painting skills. Students will explore styles of drawing and painting throughout art history and will be introduced to several 2D media and techniques including; graphite, charcoal, pastels, mixed media, watercolor and acrylic. Emphasis will be placed on developing skills necessary for freehand sketching, rendering, and creative expression. This is a foundation course for further study in the visual arts. *Prerequisite: None*

## Art Electives

**7053-C Drawing and Painting II (Grades 10-12) 5 credits**
Art II builds on the concepts and techniques learned in Drawing and Painting I. Students learn advanced techniques in drawing and painting. Students continue to research and relate works of major artists to their own work. *Prerequisite: Drawing and Painting I*

**7023-C Illustration & Cartooning (Grades 10-12) 2.5 credits**
This course is designed to explore the many genres of cartooning, animation and illustration. Students will explore and create two-dimensional works in a variety of media and techniques associated with the cartooning and illustration professions. Selected topics will include: anime, classic cartooning, political satire, caricatures and animation illustration. *Prerequisite: Drawing and Painting I or Art II*

**7033-C Three Dimensional Design (Grades 11 & 12) 5 credits**
This course will concentrate on developing technical skills and appreciate of successful 3-D artwork. Students will be introduced to additive sculpture and subtractive sculpture. Materials such as simulated stone, wood, clay, plaster and wax would be used. Students should have an understanding of the principles of art and concepts fundamental to art making. *Prerequisite: Intro to Art or Art II or Drawing and Painting I*

**7133-C Advanced Art (Grades 11 & 12) 5 credits**
This course is for students who wish to specialize in drawing, painting, and design or prepare for an art career. The work of these classes is individual, varying with the student's special interests and abilities. Portfolio assistance is given to those students applying to Art Schools. *Prerequisite: Art II*

**7173-C Art Portfolio (Grade 12) 2.5 credits**
This course is offered to advanced students who are interested in developing work for art school and colleges or career considerations. Paintings, sculptures, drawing and printmaking are offered along with an art history component. Emphasis will be on originality, use of a variety of materials and techniques and proper presentation methods. Students electing Portfolio must receive approval from the instructor or fine arts director. *Prerequisite: Instructor approval*

## Photography Electives

**7233-C Photography I (Grades 10-12) 5 credits**
Photography I is a continuation of Introduction to Digital Photography. This course develops students' technical skills and ability to compose photographs while placing more emphasis on concepts and ideas for creating work. Advanced processes and techniques will be covered in order to explore the interdisciplinary nature of photography. Topics covered will include the history of photography, advanced digital editing and manipulation techniques. *Prerequisite: Introduction to Digital Photography*

**7243-C Advanced Digital Editing (Grades 11 & 12) 2.5 credits**

Advanced Digital Editing is for any student looking for an in-depth exploration of Photoshop's potential as a tool for creative expression. This course will build on Photography One's foundation of editing and manipulation skills. Lessons will include automating editing through manipulation of images using filters, adjustment layers, customizing text, and even painting and drawing on images. The primary focus of this class in on "post production" or what happens after the image is taken. *Prerequisite: Photo I*

**7153-C Photography Portfolio (Grade 12) 2.5 credits**

Photography Portfolio is a 1st semester Fall offering designed for students who wish to use digital photography to explore subjects in depth. This course is strongly recommended for any students planning on applying to colleges for photography. Students will work with the instructor to create self-directed assignments geared toward building a cohesive portfolio of images. Students must have their own Digital SLR or teacher approved camera for this course. *Prerequisite: Photo I and teacher recommendation*

## HEALTH/PHYSICAL EDUCATION

The goal of the Health/Physical Education program is to introduce students to the benefits of an active lifestyle and to help students develop the necessary skills and knowledge to remain active throughout their lives. Students will be introduced to a variety of fitness options including, but not limited to: team and individual sports, fitness, dance, and recreational activities. All students will take part in physical education each year unless excused by a physician or the administration. Students may participate in IMPACT testing in Grades 9 and 11. (See *Student and Parent Handbook* for more information.)

### Grade 9 and 10

**8913-C Grade 9 Health 1.25 credit**

This is a required course for all freshmen. The Health program is comprehensive and coeducational. All activities are planned to develop and maintain the overall social, emotional, and intellectual needs of the individual. Students will also examine their life-styles, select goals, and make plans to achieve and maintain optimum health. Students will learn to differentiate between healthful and harmful behaviors and to recognize the effects of the behaviors they choose. Major health topics covered will include: mental health, family health, interpersonal relationships, and CPR.

**80903-C Physical Education Grade 9 2.5 credits**

This is a required course for all freshmen. The Physical Education program is comprehensive and coeducational. All activities are planned to develop and maintain the overall fitness of the individual. Students will be presented with the basic skills necessary to be an active participant in many team, dual, individual, and lifetime activities. Fitness is emphasized throughout the program. Students must participate in proper athletic attire during the physical education to successfully complete the program.

**8923-C Grade 10 Health 1.25 credit**

This is a required course for all sophomores. The Health program is comprehensive and coeducational. All activities are planned to develop and maintain the overall social, emotional, and intellectual needs of the individual. Students will also examine their life-styles, select goals, and make plans to achieve and maintain optimum health. Students will learn to differentiate between healthful and harmful behaviors and to recognize the effects of the behaviors they choose. Major health topics covered will include: growth and development, physical activity and fitness and nutrition. Health related testing is emphasized throughout the program.

**81003-C Physical Education Grade 10 2.5 credits**

This is a required course for all sophomores. The Physical Education program is comprehensive and coeducational. All activities are planned to develop and maintain the overall fitness of the individual. Students will be presented with the basic skills necessary to be an active participant in many team, dual, individual, and lifetime activities. Fitness is emphasized throughout the program. Students must participate in proper athletic attire during the physical education portion of this class to successfully complete the program.

## Grade 11 and 12 Electives

Students are required to successfully complete one semester of Health/Physical Education during both their junior and senior years. Students may choose from the following options:

**8333-C Strength and Conditioning 2.5 credits**

This course is designed for the advanced high school trainer and is intended to support the development of student commitment to and skills needed for lifelong participation in sport and activity. This course will provide students with information for the design and implementation of a successful strength and conditioning program. Activities and information will be more sport specific. Training will be designed to increase speed, strength and power. Activities Include: Olympic lifts, agility circuits and plyometrics.

**8343-C Competitive Games 2.5 credits**

The Competitive Games course is comprehensive and coeducational. All activities are planned to develop and maintain the overall fitness, social, emotional, and intellectual needs of the individual. Students will be presented with the basic and advanced skills necessary to be an active participant in many team, dual, individual, and lifetime activities such as ultimate Frisbee, flag football, floor hockey, basketball, and soccer. Students must participate in proper athletic attire to successfully complete the program.

**8353-C Alternative Fitness 2.5 credits**

The Alternative Fitness course is comprehensive and coeducational. All activities are planned to develop and maintain the overall fitness, social, emotional, and intellectual needs of the individual. Students will be presented with the basic and advanced skills necessary to be an active participant in many non-traditional fitness activities. Topics/activities may include aerobics, yoga, dance, power walking, Pilates and group-based fitness. Students must participate in proper athletic attire to successfully complete the program.

**8363-C Lifetime Activities 2.5 credits**

Lifetime Activities will focus on learning individual and small group activities that can be played by participants of all ages and ability levels. Lessons are designed to improve techniques and strategies for enjoyment throughout life. Units will include but are not limited to: badminton, pickle ball, volleyball, tennis, golf, bocce, power walking and project adventure cooperative games. Students must participate in proper athletic attire to successfully complete the program.

**8183-C Physical Education Contract 2.5 credits**

Students are selected for this course based on a specific selection criteria established by the Principal/Director to accommodate unique and special circumstances. This course will offer students a variety of activities in which they can participate on an individual basis and learn skills applicable for a healthy lifestyle.
serving a number of students with a wide range of disabilities. Service options include those provided within a fully integrated program of regular education to placement in special education classes and are determined by the student's Special Education Team and specified on the Individualized Educational Plan (IEP).

# HISTORY AND THE SOCIAL SCIENCES

The History and Social Sciences curriculum, grades nine through twelve, offers a variety of required and elective courses that are designed to give the Stoughton High School student a well-rounded learning experience. All courses are intended to meet the needs of all students, at all grade levels. The major objectives of this department are to promote responsible citizenship and teach students to be critical thinkers, demonstrate good judgment and have a strong awareness of the past and present so they can make good judgments in the future. The History and Social Sciences department uses a variety of methods to achieve these goals. Members of the class of 2017 should see requirements changes listed on page 7.

## Grade 9

**5112-H World History 5 credits**

Students are invited into honors World History based on a specific selection process which includes the grade 8 Social Studies teacher's recommendation, achievement in Social Studies, as well as achievement on standardized tests in grades 7 and 8. Students in this course must have already achieved reading and writing skills beyond those of the average grade 9 student. Key concepts and themes in World History from 500 AD to the dawn of the twentieth century will be covered with extensive use of primary source documents and varied writing assignments.

**5113-C World History 5 credits**

This course will investigate the fundamental facts, concepts and themes that help students to understand the major forces that shaped Eastern and Western civilization from 500 AD through the dawn of the 20th century. Included will be a review of Asian, African and pre-Columbian civilizations. Students will consider the conditions that led to early European civilization, the origins and spread of Islam, the rise of Feudalism, the Renaissance and the Age of exploration. Also examined are the political, social and scientific forces that ushered in the Age of Revolution and Nationalism. The course concludes with the problems and reforms of the Industrial Age and the patterns of political and economic thought that accompanied that period, including the impact and response of Western nationalism and imperialism on the people of Asia and Africa. *This course is required of all 9th grade students.*

## Grade 10

**5213-C/5212-H United States History I 5 credits**

This course begins with a review of the causes of the American Revolution, the creation of the new nation and its early growth under the Constitution. Sectionalism, slavery and westward expansion will be explored as causes of the Civil War and the Reconstruction period that followed. Also brought into perspective will be the beginnings of the nation's transformation into a modern world power at the dawn of the twentieth century through industrialism and imperialism. *Required for all grade 10 students.*

**5211-AP Advanced Placement United States History I 5 credits**

The Advanced Placement Program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. The AP program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those full-year introductory college courses. Students wishing to earn Advanced Placement credit for this course must take the Advanced Placement examination. Student selection will be based on teacher recommendations, an essay examination, and the recommendation of the Director of Social Studies. *Please read "To Prospective AP Students", (page 12) before selecting this course.*

## Grade 11

**5313-C/5312-H United States History II 5 credits**

This course begins with the Progressive Era and its many reform movements and then examines World War I in terms of its short and long-term consequences. Other themes looked at are the Women's Movement, The Great Depression in the United States and Massachusetts, the impact of the New Deal, American isolationism and the road from Pearl Harbor to victory in World War II. This course will also bring into perspective the years from the onset of Cold War, including the rise of McCarthyism, the Civil Rights movement, both North and South, the war in Vietnam and the reaction back home. The presidencies of Truman through Clinton will be examined, including the great crises of the times: Cuban Missiles, Watergate, Iran-Contra, the Iraqi crisis and others.

**5311-AP Advanced Placement United States History II 5 credits**

Advanced Placement American History is a continuation of a two-year sequential course for students who are interested and willing to sustain the rigors of a demanding curriculum taught at a collegiate pace. Students who are selected will begin the course in Grade 10 and continue through Grade 11. The course will culminate in the AP examination administered in May of the junior year. Students may NOT transfer into AP American History during the second year. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 12) before selecting this course.*

**54033-C (Eng) AND 54043-C (HSS) American Studies 10 credits**

See course description in the Humanities section.

## Grade 11 and 12 Electives

**5513-C Sociology 2.5 credits**

The course is a general introduction to the basic concepts of sociology, socialization, norm roles, stratification, deviance and social institutions. The course will stress the application of the scientific method in sociological research and sociology applied to selected human problems.

**5523-C Psychology 2.5 credits**

This course introduces students to the behavioral science of psychology. The topics studied will include personality development and theories, the abnormal personality, mental illness and forms of psychotherapy. Through the study of these subject areas, students will have a solid foundation in the major concepts and theories of psychology. It is hoped that they will gain a greater understanding of themselves as well as a deeper understanding of the complex motivations of all people.

**5533-C The American War in Vietnam 2.5 credits**

"No event in American history is more misunderstood than the Vietnam War. It was misreported then, and it is misremembered now. President Nixon's words in many ways are as true today as they were when he said them in 1985. The lessons of this complex and tumultuous time period are identified, discussed and compared to present day situations. The course uses primary source documents, Hollywood films, fictional literature, Internet websites, documentaries and several other resources to examine the different facets of the war. Topics covered in the course include presidential decisions, media coverage, military strategy, the counterculture, and the Civil Rights movement, Women in Vietnam, post war issues and veteran affairs. The curriculum is based on NEH - University of Massachusetts Summer Institute on the "History of the American in Vietnam through Writing and Film."

**5543-C Law and Society 2.5 credits**

In our ever-changing society, one constant remains: our Constitution and Bill of Rights. How does society ensure our rights are preserved? Does justice prevail? What rights do we have regarding free speech, privacy, religion and liberty? We will discuss and debate numerous controversial issues in the Bill of Rights including: the criminal justice system and the rights of the accused, the death penalty, the media's scope and power, privacy, search and seizure laws and due process of law. Throughout this course, students will gain a clearer understanding of their rights and responsibilities as citizens of a democratic society.

**5683-C Current Events 2.5 credits**

The current issues facing America and the world will be analyzed using a variety of sources including the Internet. The political, economic, and social causes of each issue will be studied, and possible solutions or alternatives will be discussed. Methods utilized include guest speakers, films, debate and online assignments. Effective discussion and writing based on objectivity, clarity, and impartiality will be emphasized. This course will provide the student an opportunity to evaluate the media to develop an awareness of today's world. Due to scheduling needs this course may run every other day for the whole year.

**5593-C Religions of the World 2.5 credits**

This course introduces religions of the world as a topic for academic study. Judaism, Christianity, Islam, Hinduism, Buddhism, and indigenous religions will be examined in both historic context and modern practice. In addition to studying religions of the past, we will explore the effect of religion on American society. Our society is becoming more and more religiously diverse. How will this growing pluralism shape our future as a nation? In a society with the separation of religion and state, does religious belief affect our laws? In addition to studying the principles of each religion, students will explore the topic through film, music, and field trips.

**1433-C Literary Heritage of America 2.5 credits**

This course is a cross-curricular offering which will integrate numerous topics taught in English and Social Studies to stimulate discussion of a variety of societal issues regarding race, religion and ethnicity. It will explore the evolving definitions of what it means to be an American, the historical and legal issues confronting immigrants and racial minorities, immigration, assimilation, generational differences, and social justice issues. A wide variety of films and literature will be used to enrich the course.
(Previously Immigrant Experience)

**5503-C America Since 1980 2.5 credits**

This course examines the political and cultural trends that have defined modern American History. Students will use a variety of primary and secondary resources to study the Reagan and Clinton administrations, both Bush administrations as well as the Obama administration. A heavy emphasis will be placed on the rise of conservatism, the end of the Cold War, political polarization, economic globalization, the war on terror and the 2008 financial collapse.

## HUMANITIES

The humanities approach to education attempts to present ideas, induce discussion, and produce results within a broader perspective than is usually attained in the ordinary one-discipline approach. Thus, although students electing these courses will be fulfilling their English and Social Studies requirements, the courses will be more than just an English-Social Studies combination. The emphasis will be on the interrelationship of all disciplines.

## Grade 11

**54033-C (Eng) AND 54043-C (HSS) American Studies 10 credits**

American Studies, which corresponds to the themes taught in United States History, is a team-taught program that focuses upon the broad themes found in the American experience. Through a careful integration of literature, art, architecture, historical documents, and other materials, students realize that their nation has been shaped by a variety of shared experiences. Class discussions, independent study and oral and written projects will be supplemented by full use of the cultural and historical resources of the Greater Boston area. Students electing this course are excluded from English 11; 1313-C and 131-S. American Studies replaces the United States History II requirement. Students must also have passed both World History and United States History I before acceptance to American Studies will be allowed. American Studies students must complete required summer reading prior to entering the course.

**1433-C Literary Heritage of America 2.5 credits**

This course is a cross-curricular offering which will integrate numerous topics taught in English and Social Studies to stimulate discussion of a variety of societal issues regarding race, religion and ethnicity. It will explore the evolving definitions of what it means to be an American, the historical and legal issues confronting immigrants and racial minorities, immigration, assimilation, generational differences, and social justice issues. A wide variety of films and literature will be used to enrich the course.
(Previously Immigrant Experience)
(Previously Immigrant Experience)

# MATHEMATICS

The Mathematics program is designed to meet the needs of students with varying academic abilities. Courses have been aligned with the state framework, and to the Common Core State Standards to provide all students a strong foundation in mathematics as well as prepare them for their future goals. Each course provides students the opportunity to communicate math effectively through reading, writing, and speaking the language of mathematics as well as the development of critical and creative thinking, problem solving and mathematical modeling skills.

The Math Department uses different types of instructional technology to enhance the learning process, such as computer programs, SmartBoards, and calculators. *Calculators are required for all classes.* However, calculators should never be used in lieu of mastering basic computational skills, nor should they replace a basic understanding and application of mathematical principles.

*A TI-83/84 Graphing calculator is required for all courses from Algebra II and beyond.*

*Students enrolling in a P level class or are taking two Math classes in a year are required to have the approval of the Director of Mathematics and Business Technology.*

## Grade 9

**2004-P Math Lab I 2.5 credits**

This full-year course is intended to provide additional individualized support that each student needs to be successful in his or her full-year Algebra I course. It covers such topics as data analysis, linear equations and functions, inequalities, polynomial functions, systems of equations and inequalities, quadratic equations, and exponential functions. This course DOES NOT satisfy the graduation requirements for Mathematics nor is it

an elective choice. *This course meets 3 days out of an 8-day cycle. Prerequisite: Grade 8 Teacher Recommendation and/or approval of the Director of Mathematics*

**2113-C Algebra I 5 credits**

The course covers such topics as data analysis, linear equations and functions, inequalities, polynomial functions, systems of equations and inequalities, quadratic equations, and exponential functions.

**2212-H Geometry Honors 5 credits**

The course covers such topics as proof, congruent and similar triangles, polygons, area, and volume, linear relationships, transformations, coordinate geometry, circles, and spheres. Algebra, counting techniques, and probability will be integrated throughout the course. Students will be expected to keep a fast pace in order to study additional topics in Algebra II not covered in the college Geometry course. *Prerequisite: Grade 8 Teacher Recommendation, Algebra I or approval of the Director of Mathematics*

## Grade 10

**2014-P Math Instructional Lab II 2.5 credits**

This full-year course is intended to strengthen each student's mathematical skills in preparation for the Grade 10 Mathematics MCAS test and to provide additional individualized support for the student to be successful in his or her full-year math course. It is required for those sophomores who scored in the warning category of the Grade 8 Mathematics MCAS test or for students who need to take the grade 10 Math MCAS retest to meet the competency determination for a high school diploma. The course will focus on developing test-taking strategies, learning problem-solving approaches, and increasing understanding of number sense, algebraic concepts, probability, and geometric topics. This course DOES NOT satisfy the graduation requirements for Mathematics nor is it an elective choice. *This course meets 3 days out of an 8-day cycle. Prerequisite: Teacher Recommendation and/or approval of the Director of Mathematics*

**2223-C Geometry 5 credits**

The course covers such topics as proof, congruent and similar triangles, polygons, area, and volume, linear relationships, transformations, coordinate geometry, circles, and spheres. Algebra, counting techniques, and probability will be integrated throughout the course. *Prerequisite: Algebra I (2113-C) or equivalent*

**2312-H Algebra II with Trigonometry Honors 5 credits**

The course covers such topics as linear, exponential, logarithmic, quadratic, polynomial and rational functions. Data analysis and modeling will be integrated throughout the course. Students will be expected to keep a fast pace in order to cover pre-calculus topics so they may take Differential Calculus. This course is designed to prepare students to take Advanced Placement Calculus, following the successful completion of Differential Calculus. A TI-83/84 graphing calculator is required for this course. *Prerequisite: Honors Geometry (2212-H) or approval of the Director of Mathematics.*

## Grade 11

**2024-P Math Lab III 2.5 credits**

This full-year course is intended to provide additional individualized support that each student needs to be successful in his or her full-year Algebra II course. It covers such topics as quadratic, polynomial, radical, exponential, logarithmic, rational and trigonometric functions, series and sequences, vectors and matrices, and data analysis and modeling. This course DOES NOT satisfy the graduation requirements for Mathematics nor is it an elective choice. *This course meets 3 days out of an 8-day cycle. Prerequisite: Teacher Recommendation and/or approval of the Director of Mathematics*

**2313-C Algebra II 5 credits**

The course covers such topics as quadratic, polynomial, radical, exponential, logarithmic, rational and trigonometric functions. The course also covers sequences and series and vectors and matrices. Data analysis and modeling will be integrated throughout the course. A TI 83 or TI 84 calculator is required for this course. *Prerequisite: Geometry (2213-C or 2223-C)*

**2512-H Differential Calculus 5 credits**

Theory and mathematical rigor will be primary factors in the consideration of limits, continuity, and the establishment of necessary and sufficient conditions for the process of mathematics. This course is designed to prepare students for Advanced Placement Calculus. A TI 83 or TI 84 calculator is required for this course. *Prerequisite: Honors Algebra II with Trigonometry (2312-H) or approval of the Director Mathematics*

**2523-C Pre-Calculus with Trigonometry 5 credits**

This course is designed to prepare students for Calculus and other advanced math courses in college. Trigonometry, series and sequences, matrices, math induction, functions, conic sections, and derivatives are a sampling of the topics covered. A TI 83 or TI 84 calculator is required for this course**.** *Prerequisite: Algebra II (2313-C or 2333-C) or approval of the Director of Mathematics*

**25235-QC/2535-QC Quincy College Pre-Calculus with Trigonometry/Statistics 5 credits**

This course is a two semester sequence of Pre-Calculus and Statistics for credit at Quincy College. Students will be awarded six (6) credits at Quincy College for completing the sequence. The Pre-Calculus course is designed to prepare students for Calculus and other advanced math courses in college. Trigonometry, series and sequences, matrices, math induction, functions, conic sections, and derivatives are a sampling of the topics covered. The Statistics portion of the course will cover topics dealing with descriptive statistics, methods of data collection and analysis, probability, hypothesis testing and test of significance. A TI 83 or TI 84 calculator is required for this course. **Students registering for this course must take both semesters and pay the course fee for Quincy College.** *Prerequisite: Algebra II (2313-C or 2333-C) or approval of the Director of Mathematics*

**2723-C Topics in Advanced Mathematics 5 credits**

This is a course for students who wish to acquire a deeper and more expanded knowledge of Algebra II topics. It will include mathematical analysis based on the algebraic, trigonometric, and logarithmic functions. Introductory statistics and trigonometry will also be addressed. Emphasis will be placed on abstract concepts as well as on practical applications. A TI 83 or TI 84 calculator is required for this course. *Prerequisite: Algebra II (2313-C or 2333-C) or approval of the Director of Mathematics. This course is not open to students who previously took Pre-Calculus with Trigonometry (2523-C).*

## Grade 12

**2333-C Algebra II Part B 5 credits**

This course is the second half of the Algebra II curriculum. Students who previously took Algebra II Part A must elect this course. A TI 83 or TI 84 calculator is required for this course. *Prerequisite: Algebra II Part A (2323-C)*

**2334-P Algebra II P Part B 5 credits**

For students still in need of furthering their basic mathematical skills, this will be a continuation and reinforcement of the core curriculum begun in Algebra I-P. This course is the second half of the Algebra II curriculum. Topics covered will be those covered in the second semester of the year in Algebra II. This course is designed only for students who have taken Algebra I P, Geometry P, and Algebra II P Part A classes.

A TI-83/84 graphing calculator is required for this course. *Prerequisite: Approval of the Director of Mathematics is required along with completion of Algebra II P Part A (2324-P)*

**2993-C College & Career Mathematics (Seniors Only) 5 credits**

This course is designed to help students develop the core mathematics skills expected in the 21st century workplace and at post-secondary educational institutions. Each student's core skills in arithmetic, algebra, and geometry will be assessed and a personalized, career-focused curriculum developed utilizing real world, project-based activities and explorations. Skills development will also incorporate the core, financial literacy expectations of the workplace. (This course satisfies the Mathematics graduation requirement.) *Prerequisites: Algebra I and Geometry*

**2531-AP Advanced Placement A/B Calculus 5 credits**

The analysis of functions, graphs, and limits with emphasis on the interplay between geometric and analytic information will be studied. Calculus based tools will be used both to predict and observe local and global behavior of a function. Derivatives of functions are presented geometrically, numerically, and analytically, and are interpreted as instantaneous rates of change. The Fundamental Theorem of Calculus and techniques of anti-differentiation and integration of basic functions will also be addressed. The Calculus syllabus includes all topics listed in the AP Calculus AB course description and provisions are made to prepare students for the AP exam in the spring. **Taking the AP Exam for this course is a requirement.** *Prerequisite: Pre-Calculus with Trigonometry (2523-C). This course is not open to students who previously took Differential Calculus (2512-H). Please read "To Prospective AP Students", (page 12) before selecting this course.*

**2541-AP Advanced Placement B/C Calculus 5 credits**

Integral Calculus is an extension of Differential Calculus. The course is concerned with developing the students' understanding of the concepts of calculus and providing an experience with its methods and applications. The students should be motivated to do college-level work in high school. A TI 83 or TI 84 calculator is required for this course. The Calculus syllabus includes all topics listed in the AP Calculus BC course description and provisions are made to prepare students for the AP exam in the spring. **Taking the AP Exam for this course is a requirement.** *Prerequisite: Differential Calculus (2512-H) Please read "To Prospective AP Students", (page 12) before selecting this course.*

**2613-C Statistics (seniors only) 5 credits**

Topics covered in this course will include frequency distributions, probability, measures of central tendency and variability, applications of the binomial and a normal probability distribution, tests of hypotheses, correlation, sampling and estimation theory, linear regression, and T distribution. Completion of projects will be required. A TI 83 or TI 84 calculator is required for this course. *Prerequisite: as a minimum, students must have taken and passed Algebra II or Algebra II Part B.*

**2611-AP Advanced Placement Statistics 5 credits**

This course will cover topics dealing with descriptive statistics, methods of data collection and analysis, probability, hypothesis testing and test of significance. This course will rely heavily on the use of technology. The Advanced Placement Program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of a full-year introductory college course. A TI-83/84 graphing calculator is required for this course. The Statistics syllabus includes all topics listed in the AP Statistics course description and provisions are made to prepare students for the AP exam in the spring. **Taking the AP Exam for this course is a requirement.** *Prerequisite: Pre-Calculus with Trigonometry (2523-C) or simultaneous enrollment in Differential Calculus (2512-H) or approval of the Director of Mathematics. Please read "To Prospective AP Students", (page 12) before selecting this course.*

## Grades 10, 11, 12

**2711-AP Advanced Placement Computer Science 5 credits**

The AP Computer Science course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. Students will become familiar with and be able to use standard Java library classes from the AP Java subset. **Taking the AP Exam for this course is a requirement.** *Prerequisite: as a minimum, students must have taken and passed Algebra 2 or Algebra 2 Part B or concurrent enrollment in Honors Algebra II with Trigonometry and approval of the Director of Mathematics. Please read "To Prospective AP Students", (page 12) before selecting this course.*

# NATURAL SCIENCES

The Science Department offers a variety of courses designed to meet the varying academic needs, interests, and vocational aims of students at Stoughton High School. Courses are offered in each of the four major scientific disciplines: earth/environmental studies, biology, chemistry and physics. Each course provides students the opportunity to develop subject-specific knowledge as well as valuable critical and creative thinking skills and problem-solving strategies that are so essential to success in our ever advancing, technology-based society. All classes that involve dissection follow the school district policy. Upon written request from a parent or guardian, any student who chooses not to participate in dissection will be allowed to demonstrate competency through an alternate method.

## Grade 9

**32122-H Biology 5 credits**

Students are invited into the honors program based on a specific selection process which includes the grade 8 science teacher recommendation, achievement in middle school science and math courses, MCAS results and performance on a departmental exam/essay. This course is an accelerated study of biological concepts and is intended for the self-motivated, scientifically talented student who has already developed a sound foundation in general science, lab procedures, and scientific reasoning. This is a laboratory course that utilizes the inquiry approach to study such topics as cell structure and function, genetics, comparative anatomy and physiology, evolution, biodiversity, and ecology. Writing formal lab reports utilizing the criteria established in the SHS Writing Toolkit is required. A long-range experimental science project may be required.

**3113-C Environmental Science 5 credits**

This laboratory course is designed as a college preparatory course utilizing the inquiry approach to study how humans interact with current global and local environments. Humans inhabit both the natural world and a world created by human society/technology. Environmental science investigates the interaction of these two worlds, the problems created by this interaction, and possible solutions to these issues. The course will examine such topics as: biodiversity, ecosystems, population studies, energy and chemical cycles, conventional and sustainable energy sources, and pollution.

**3004-P Environmental Instructional Lab 2.5 credits**

This course is recommended for students currently taking Environmental Science and is designed to serve students who would benefit from individualized instruction to strengthen command of the content standards and scientific inquiry skills standards as outlined in the current Massachusetts Curriculum Framework. Emphasis will be placed on hands-on activities and remediation of key concepts such as the metric system, scientific method, ecology, biomes, genetics, biodiversity, and general test-taking strategies in preparation for the biology MCAS test. Credits in this course DO NOT satisfy the graduation requirements for science. *This course meets 3 days out of an 8-day cycle.*

**37633-C Introduction to Engineering 5 credits**

Students are invited into this course based on a specific selection process. This course, which is limited to incoming freshmen, is a moderately paced introduction to basic engineering and the concepts of the engineering design process, and is designed for any student who requires more in-depth study and review of fundamental concepts and who scored in the warning/failing category of the grade 8 MCAS. Basic math skills are required. Topics to be covered include: engineering design, construction technologies, energy and power technologies, mechanics, patent writing, fluid dynamics, thermal systems, communication technologies, civil engineering, electrical engineering, and aerodynamics. Emphasis will be placed on the practical aspects of science as most topics are studied through the development of such design projects as boats, rockets, decks, bridges, towers, aircraft, catapults, multi-use building design, and green energy sources.
*Limited to grade 9 students only.*

## Grades 10, 11, 12

**33122-H Chemistry 5 credits**

Students who are self-motivated, possess above average math skills and have successfully completed biology may consider this laboratory course which is an accelerated study of such topics as atomic structure, stoichiometry, gas laws, solutions, equilibrium, acids and bases, and electrochemistry. A focus on problem solving and critical reasoning skills will be emphasized throughout the course. Writing formal lab reports utilizing the criteria established in the SHS Writing Toolkit is required. A long-range experimental science project may be required.
*Prerequisite: B or better in Biology and Algebra*

**32133-C Biology 5 credits**

This laboratory course is a fast paced study of biological concepts and is intended for the student who has already developed a sound foundation in both general and environmental science concepts, lab procedures, and scientific reasoning. This course utilizes the inquiry approach to study such topics as cell structure and function, genetics, comparative anatomy and physiology, evolution, biodiversity, and ecology.

**3104-P Biology Instructional Lab 2.5 credits**

This course is recommended for students currently taking Biology and is designed to serve students who would benefit from individualized instruction to strengthen command of the content standards and scientific inquiry skills standards as outlined in the current Massachusetts Curriculum Framework. This course is required of students currently taking Biology, and who scored in the warning category of the grade 8 MCAS. Biology Instructional Lab I is an individualized course designed to strengthen each student's command of the content standards and scientific inquiry skills standards as outlined in the state biology curriculum framework. Emphasis will be placed on hands-on activities and remediation of key concepts skills in the areas of biochemistry, cell biology, genetics, anatomy and physiology, biodiversity, ecology, and general test-taking strategies in preparation for the biology MCAS test. Credits in this course DO NOT satisfy the graduation requirements for science. *This course meets 3 days out of an 8-day cycle.*

**3193-C Astronomy 2.5 credits**

This course provides a practical look into astronomy on a descriptive level. Topics to be discussed include the study of telescopes, light and the spectrum, the moon, the solar system and the newest discoveries in the space program. Learning to star gaze, trips to the planetarium and a large working observatory enrich the course.

**3543-C Oceanography 2.5 credits**

This course involves the study of both the physical and biological aspects of oceanography. The student will first investigate physical oceanography topics such as the structure of the earth and the sea floor, the physics and chemistry of the oceans, atmospheric wind and ocean circulation, waves, currents, and tides. During the second half of the course, focus will turn to biological aspects of oceanography including the study of marine animals, food webs, ecological concepts, and environmental concerns.

**3522-H Physiology 5 credits**

This honors level laboratory course involves the integration of the biological and physical sciences. Detailed explanations of the functions of the human body beyond those covered in the biology course are considered. This study of the human body emphasizes the complementary nature of structure and function, molecular and cellular interactions, homeostasis, and metabolic processes. Students will investigate the structure and function of the skeletal, muscular, reproductive, circulatory, respiratory, digestive, endocrine, urinary, and nervous systems. Dissections are an integral part of this course. Writing formal lab reports utilizing the criteria established in the SHS Writing Toolkit is required. *Prerequisites: C or better in both Biology and Chemistry*

**3803-C Forensic Science 5 credits**

Forensic Science (CSI – Stoughton) is a multidisciplinary course that involves the application of concepts in biology, chemistry, physics, statistics, trigonometry, law, computer technology, psychology, and other various fields of study. Emphasis is placed on practicing scientific skills and techniques, evidence examination, data collection and analysis. Types of evidence to be explored include: fingerprints, white powders, water, hair, fibers, and document analysis which includes paper, ink and handwriting analysis. Thought-provoking mock cases which include detailed scenarios will be presented for analysis throughout the course. *Students must sign up for both semester courses. Prerequisite: Biology*

**33313-C Chemistry 5 credits**

This course is designed as a college preparatory, laboratory course. Emphasis is shifted away from purely descriptive chemistry toward the study of chemical principles. Some of the major topics covered include measurement, matter and energy, atomic structure, the mole concept, formulas and equations, the gas laws, chemical bonding, solutions, and acids and bases. The laboratory program is an integral part of this course and is used to help students understand how chemical principles are developed from experimental data and observations. *Prerequisite: Successful completion of Algebra*

**33211-AP Advanced Placement Chemistry 10 credits**

This laboratory course allows selected students who have satisfactorily completed Biology and Chemistry I to experience a college level chemistry course while in high school. The primary focus will be preparation for the AP examination, which if passed with proficiency, may enable students to receive college credit. Those students who wish to expand their chemistry background while anticipating a career in the sciences and/or health related fields should consider this course. All topics will be presented in considerable depth and detail and will be accompanied by a laboratory component. All students must perform a long term formal laboratory project of sufficient caliber as those entered in Regional and State Science Fairs. Proper documentation must be presented to the Regional and State SRC. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 12) before selecting this course. Prerequisite: Approval of the Director of Science*

**32211-AP Advanced Placement Biology 10 credits**

This laboratory course allows selected students who have satisfactorily completed courses in biology and chemistry I to experience a college level biology course while still in high school. The primary focus will be preparation for the AP Examination, which if passed with proficiency, may enable students to receive college credit. The course provides students with the concepts, factual knowledge, and analytical skills needed to deal critically with the rapidly changing science of biology. Those students who wish to expand their biology background while anticipating a career in the sciences and/or health related fields should consider this course. All topics will be presented in considerable depth and detail and will be accompanied by a laboratory component. All students must perform a long term formal laboratory project of sufficient caliber as those entered in Regional and State Science Fairs. Proper documentation must be presented to the Regional and State SRC. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 12) before selecting this course. Prerequisite: Approval of the Director of Science*

**37522-H Engineering Design 5 credits**

This course is an introduction to engineering and the concepts of the engineering design process and is intended for the self-motivated, scientifically talented student who has a strong foundation in general science and mathematics. This is a laboratory based, hands-on course. Topics to be covered include: mechanics, patent writing, fluid dynamics, civil engineering, electrical engineering, and aerodynamics. Students will have the opportunity to develop graphical communication skills used in engineering through the use of sketching and computer-aided design (CAD). Emphasis will be placed on the practical aspects of science as most topics are studied through the development of such design projects as boats, rockets, decks, bridges, towers, aircraft, catapults, multi-use building design, and green energy sources. Several engineering-based science projects are a required component of this course.

## Grades 11, 12

**3315-QC Quincy College Chemistry with Lab 10 credits**

This lab course is taught in conjunction with Quincy College. It is a two semester sequence of General Chemistry I (CHE 121) and General Chemistry II (CHE 122) at Quincy College. Topics covered include atomic and molecular structure of matter, stoichiometry, periodicity, chemical bonding, chemical and physical properties of matter, changes of state, solutions, kinetics, equilibrium, acids and bases, thermodynamics, nuclear chemistry, and an introduction to organic chemistry. The laboratory program is an integral part of this course and is used to help students understand how chemical principles are developed from experimental data and observations. STUDENTS PASSING THIS COURSE WILL RECEIVE 8 COLLEGE CREDITS FROM QUINCY COLLEGE. Students registering for this course must take both semesters and pay the course fee for Quincy College. *Prerequisite: B grade in Algebra*

**37533-C Engineering Design 5 credits**

This course is an introduction to engineering and the concepts of the engineering design process and is intended for the student who has solid laboratory and mathematics skills. This is a laboratory based, hands-on course. Topics to be covered include: mechanics, patent writing, fluid dynamics, civil engineering, electrical engineering, and aerodynamics. Students will have the opportunity to develop graphical communication skills used in engineering through the use of sketching and computer-aided design (CAD). Emphasis will be placed on the practical aspects of science as most topics are studied through the development of such design projects as boats, rockets, decks, bridges, towers, aircraft, catapults, multi-use building design, and green energy sources. Several engineering-based science projects are an important component of this course.

**3783-C Robotics 2.5 credits**

This course uses a hands-on approach to introduce the basic concepts of robotics. Students will gain knowledge and skills in physics, technology, engineering, and math while constructing and programming their

own robots. The course culminates in a capstone project that challenges the student to solve a real-life problem.

**3782-H / 37833-C Project Design and Management 5 credits**

Students will plan, design and construct a solution to a problem in order to compete in a technical or structural global competition. Students will work in teams to explore the engineering design process, physical concepts of motion and energy, mathematical concepts of geometry, measurement and probability. Students will be responsible for creating design reports, long term reliability testing, design portfolios and creating a presentation in preparation for the engineering design competition. Students receiving honors credit will be expected to compete. *Prerequisite: Construction Challenge Competition (honors) / permission of science director*

**3813-C Green Engineering 2.5 credits**

This project-based course uses an on-line textbook, energy audits, and lab activities to enable students to identify and model sustainable solutions to our society's transportation, construction, manufacturing and food supply needs. Student presentations and guest speakers will be important parts of the students' learning experience. Students will gain proficiency at manipulating spreadsheets and other software. Students will also acquire skill at engineering drawing and basic electronic circuit design. Students will monitor homes and public buildings to make cost-saving recommendations for increased energy efficiency. Students will construct and evaluate prototypes for indoor agriculture and renewable energy systems using wind power and solar energy.

## Grade 12

**34111-AP AP Physics 10 credits**

This laboratory course allows selected students who have demonstrated a high level of skill in algebra and trigonometry to experience a college level physics course while still in high school. A primary focus of the course is preparation for the AP examination, which, if passed with proficiency, may enable students to receive college credit. Concepts will be investigated through inquiry-based laboratory experiments and problem-solving activities which are reinforced by class discussion and lecture. The curriculum for the course is set by the College Board and includes topics such as Newtonian mechanics, fluid mechanics, electricity, magnetism, thermal physics, waves, optics, and atomic and nuclear physics. Students should be prepared to devote significant time and effort working on homework problems, on-line problem sets, writing lab reports, and completing outside projects. All topics will be covered in considerable depth and detail and will be accompanied by a laboratory component. All students must perform a long term formal laboratory project of sufficient caliber as those entered in Regional and State Science Fairs. Proper documentation must be presented to the Regional and State SRC. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 12) before selecting this course. Prerequisite: Approval of the Director of Science*

**34122-H Physics 5 credits**

Students who are self-motivated, and possess strong math skills in algebra, geometry trigonometry and calculus should consider this laboratory course that involves the study of motion and energy and aims to develop a student's ability to observe, experiment with, and analyze the surrounding physical world. A focus on problem solving and critical reasoning skills will be emphasized throughout the course. Several engineering-based science projects are a required component of this course. Writing formal lab reports utilizing the criteria established in the SHS Writing Toolkit is required. *Prerequisite: Calculus or approval of the Director of Science*

**34133-C Physics 5 credits**

This laboratory course is designed to give students a general knowledge of the major concepts and theories of physics. Topics include motion, heat, sound, light, and electricity. Basic math skills are required. The more difficult mathematical relationships are derived and explained as encountered. Several engineering-based science projects are an important component of this course. *Prerequisite: Successful completion of Algebra*

## SPECIAL EDUCATION

A student with special needs is a child who has been determined eligible for special education through the TEAM evaluation process. These students have a specific disability and are unable to progress effectively in the general curriculum without specially designed instruction and/or related services. The special education department develops individualized programs of instruction for the students identified with special needs serving a number of students with a wide range of disabilities. Service options include those provided within a fully integrated program of regular education to placement in special education classes and are determined by the student's Special Education Team and specified on the Individualized Educational Plan (IEP).

The focus of the special educational services can be described by the terms remediation, compensation, modification, and accommodation. The needs of Stoughton High School students with special education plans are met through curricula modifications, inclusion support, academic support, and intensive skills programs. Students are placed in the intensive skills programs as specified in the Individualized Educational Plan (IEP). The IEP specifies services that assist the student to progress in the general curriculum and Massachusetts curriculum frameworks standards. All students with special educational needs participate in MCAS testing. Accommodations as determined by the special education team are provided.

**1028-EOD Academic Lab 2.5 credits**

The main focus of this study and organization class is to support special education students. This course will enable the student to successfully meet the curriculum standards of the frameworks. The students will receive academic support in the Study and Organization course as well as organizational strategies, which will enable them to be successful in the general education curriculum. This is not intended as a course for homework completion. Students will be allowed to enroll in Academic Lab class based on his/her Individual Education Plan. The specific goals and objectives of a students' Individual Education Plan will be addressed within the general education curriculum. Students are made aware of their specific learning styles and how to compensate for any weaknesses. *This course may be taken every day or 3 days out of an 8-day cycle.*

## WORLD LANGUAGES

The World Languages Department's goals parallel the Massachusetts Foreign Language Frameworks and the National Standards for Foreign Language Learning. The five general goals focus on communication, cultures, comparison with one's own language, connections with other subject areas and participation in the community using another language. Students are immersed daily in the world of their new language via listening/speaking practice, reading selections, activities, role-playing, projects, films and Internet activities in the World Languages Laboratory.

Students who begin Spanish and French in the seventh grade may continue to Level 5 or Advanced Placement. Latin is offered at Stoughton High School and continues through an advanced level. Level 1 classes are offered at the college level. Level 2, Level 3, Level 4, and Level 5 language classes are offered at the college or honors level. Students are invited into the Honors program based upon a specific selection process that includes the World Language teacher's recommendation and the achievement of an A- or better in the current

year of language. Honor students must maintain a final average of B- or better to continue in the next year of the Honors sequence. It is strongly recommended that college preparatory students elect a minimum of two years of a single World Language at the high school level. Three years or more of language study are encouraged for students considering competitive colleges or universities.

## Chinese Studies

**425333-C Chinese I 5 credits**
Mandarin Chinese I is an introduction to the fundamentals of the Mandarin language with emphasis on listening, speaking, reading and writing. Students will use practical vocabulary and grammar to communicate basic ideas and needs in a new language. Throughout the year, cultural aspects of China are presented and discussed.

**42633-C Chinese II 5 credits**
Mandarin Chinese II provides a greater in depth study of the Chinese language fundamentals with emphasis on more complex sentence structure and vocabulary. Students will increase their mastery of the four basic skills and further their study of Chinese culture and people.
*Prerequisite: Chinese I*

**42733-C Chinese III 5 credits**
Mandarin Chinese III continues the study of Mandarin Chinese in depth. Vocabulary expansion is practiced through engaging in conversation, expressing opinions, as well as interpreting written and spoken language. The focus of the course is practical real life scenarios. Students will deepen knowledge of Chinese culture, literature and history. Common everyday situations in China highlight the discussion about Chinese culture.
*Prerequisite: Chinese II*

## French Studies

**4113-C French I 5 credits**
French I is an introduction to the fundamentals of the French Language with emphasis on listening, speaking, reading and writing. Students use practical vocabulary and grammar to communicate basic ideas and needs in the new language. Throughout the year, cultural aspects of the French-speaking world are presented and discussed.

**4123-C/4122-H French II 5 credits**
French II provides a more in-depth study of the French Language fundamentals with emphasis on more complex sentence structure and vocabulary. Students increase their mastery of the four basic skills and further their study of French culture and people.

**4133-C/4132-H French III 5 credits**
French III incorporates a review of grammatical and conversational basics with the introduction of more complex structures. More formal reading, writing, oral expression and taped laboratory selections provide a sound basis for advanced study.

**4143-C/4142-H French IV 5 credits**
French IV deepens the appreciation of French culture through the study of literary excerpts, short stories, and textbook sections, as well as classic and modern francophone films and songs. Students also increase their knowledge of the history, geography, and culture of the various countries where French is spoken. The course focuses on reviewing and refining grammar concepts introduced in French I, II, and III. Students improve their French writing, reading, speaking, listening skills.

**4153-C/4152-H French V 5 credits**

French V is designed for students who have completed French IV. Students continue to develop communicative ability in the four language skills - listening, speaking, reading and writing via activities that immerse them in realistic cultural contexts. Students review and develop a more sophisticated level of speaking and writing. They increase their knowledge of the history, geography, and culture of various countries where the language is spoken. They read short stories, poems, and a novel for a greater appreciation of the literature. Students use a wide variety of authentic video, audio, and print resources to gain a better mastery of the language and understanding of French-speaking cultures. The intent in level V is for students to develop a level of functional proficiency in that language and to increase their understanding of various cultures that use the language, as well as a better understanding of themselves.

**4151-AP Advanced Placement French 5 credits**

This course is for students who already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking and writing. Usually, the students in this course are in the final stages of their high school training and have had substantial course work in French. Emphasizing the use of French for active communication, the course encompasses aural/oral skills, reading comprehension, grammar, and composition. The course objectives are for students to continue to develop the ability to understand spoken French in various contexts; to increase their French vocabulary sufficiently for reading newspaper magazine articles, literary texts, and other non-technical writings; and to increase their ability to express themselves with reasonable fluency and accuracy in both written and spoken French. Course content is varied and includes the arts, current events, and literature. A variety of materials, audio, video, films, newspapers, magazines and the Internet are used to develop the four language skills. Students are selected for this course based upon grades earned in previous French courses and their French teacher's recommendation. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 12) before selecting this course.*

## Latin Studies

**4213-C Latin I 5 credits**

Latin I introduces students to the basics of the Latin language and ancient Roman culture via the Ecce Romani textbook series. By reading stories in Latin about the lives of a typical Roman family, students will gain a thorough understanding of noun and verb forms, basic syntax and vocabulary.

**4223-C/4222-H Latin II 5 credits**

Latin II students continue their acquisition of the Latin language and ancient Roman culture via the Ecce Romani textbook series. By reading stories in Latin about the lives of a typical Roman family, students will further their understanding of noun and verb forms, intermediate syntax and vocabulary.

**4233-C/4232-H Advanced Latin Poetry (Offered 2015-2016) 5 credits**

In Advanced Latin Poetry, students begin with an intensive review of Latin grammar. Upon completion of the review, students translate and analyze the work of Roman poets such as Catullus and Martial. Students also read Latin selections of Vergil's Aeneid and they read the entire work in English. At appropriate times, the history, culture and influence of Rome are discussed. (Grades 11 and 12) Offered in alternating years with Advanced Latin Prose.

**4243-C/4242-H Advanced Latin Prose (Offered 2014-2015) 5 credits**

In Advanced Latin Prose, students begin with an intense review of Latin grammar while reading the stories of Hercules, Jason, and the Argonauts, and the Legends of Early Rome. Upon completion of the review, students translate and analyze the work of Roman prose authors such as Cicero, Sallust and Plautus. At appropriate

times, the history, culture and influence of Rome are discussed. (Grades 11 and 12) Offered in alternating years with Advanced Latin Poetry.

## Spanish Studies

**4313-C Spanish I 5 credits**

Spanish I is an introduction to the fundamentals of the Spanish language with emphasis on speaking, listening, reading, and writing. The students are introduced to basic vocabulary and grammar for practical application as well as information on Hispanic people, lands, and culture.

**4323-C/4322-H Spanish II 5 credits**

Spanish II provides a more in-depth study of the Spanish language fundamentals with emphasis on more complex sentence structure and vocabulary. The course intends more use of the language and further study of Hispanic people and cultures.

**4333-C/4332-H Spanish III 5 credits**

Spanish III students increase their knowledge of vocabulary and grammatical structures and practice aural/oral skills. In honors level reading skill is practiced through short stories and/or a novel. Students write compositions and essays. Geography and culture of the Hispanic world are studied. The class is conducted predominately in Spanish.

**4343-C/4342-H Spanish IV 5 credits**

Spanish IV students expand their vocabulary base and use more complex grammatical structures to express their ideas and opinions. Students write compositions and/or give oral presentations on various topics and situations. They examine the history and culture of the Hispanic world more deeply. Videos are shown to reinforce listening skills and to illustrate the culture. Students read short stories and selections from the novel, Don Quixote. Spanish is the dominant language in the class.

**4353-C/4352-H Spanish V 5 credits**

Spanish V is designed for students who have completed Spanish IV. Students continue to develop communicative ability in the four language skills - listening, speaking, reading and writing via activities that immerse them in realistic cultural contexts. Students review and develop a more sophisticated level of speaking and writing. They increase their knowledge of the history, geography, and culture of various countries where the language is spoken. They read short stories, poems, and a novel for a greater appreciation of the literature. Students use a wide variety of authentic video, audio, print, and Internet resources to gain a better mastery of the language and understanding of Spanish-speaking cultures. The intent in level V, as in all the language courses, is for students to develop a level of functional proficiency in that language and to increase their understanding of various cultures that use the language, as well as a better understanding of themselves.

**4351-AP Advanced Placement Spanish 5 credits**

This course is for students who already have a good command of Spanish grammar and vocabulary and have competence in listening, reading, speaking and writing. Usually, the students in this course are in the final stages of their high school training and have had substantial course work in Spanish. Emphasizing the use of Spanish for active communication, the course encompasses aural/oral skills, reading comprehension, grammar, and composition. The course objectives are for students to continue to develop the ability to understand spoken Spanish in various contexts; to increase their Spanish vocabulary sufficiently for reading newspaper and magazine articles, literary texts, and other non-technical writings; and to increase their ability to express themselves with reasonable fluency and accuracy in both written and spoken Spanish. Course content is varied and includes the arts, current events, and literature. Students are selected for this course based

upon grades earned in previous Spanish courses and their Spanish teacher's recommendation. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 12) before selecting this course.*

## ADDITIONAL OFFERINGS

**917-EOD/918-ED Regular Education Academic Lab 1.25 credits/2.50 credits**

Regular Education Academic Lab provides a structured environment for students to receive academic and organizational help from a teacher. The class size is typically small. Students and the teacher work together to identify problem areas and to improve performance. It is for students who are not on Individualized Education Plans, and enrollment in the class is contingent upon the recommendation of a student's guidance counselor and/or the Building Based Support Team.

**10003-C Stepping Stones Credit Recovery credits vary per student**

This course is designed for students who need to recover lost credits. The coursework will be completed on-line with support and direction from departmental directors, teachers and administration. Students will be given the prescribed curriculum needed to recover their lost credit. The work will be done independently in a computer lab with a staff monitor. The staff monitor will manage time on learning and mastery of subject matter material. Credit recovery will be granted upon completion of prescribed course. *Students must receive approval from the director of the department or head teacher to which the course belongs as well as their Guidance Counselor.*

**Name _____ Class of _____**

# FOUR YEAR PLAN

| Department | Grade 9<br>**Class of 2018** | Grade 10<br>**Class of 2017** | Grade 11<br>**Class of 2016** | Grade 12<br>**Class of 2015** | **Total Credits Required** |
|---|---|---|---|---|---|
| **English** | | | | | |
| **Math** | | | | | |
| **Science** | | | | | |
| **History** | | | | | |
| **PE/Health** | | | | | |
| **World Lang./ Fine Arts** | | | | | |
| **Information Technology** | | | | | |
| **Elective(s)** | | | | | |
| **Elective(s)** | | | | | |
| **Elective(s)** | | | | | |
| **Elective(s)** | | | | | |
| **Total Minimum credits to graduate** | **120 to graduate** | **115 to graduate** | **115 to graduate** | **110 to graduate** | |