

# STOUGHTON HIGH SCHOOL

## Program of Studies 2010-2011



### Administration

**Principal**  
Brett Dickens

**Assistant Principal**  
Paul Jacobs

**Assistant Principal**  
Mollie O'Connell

**Athletic Director**  
Ryan Donahue

**Director of Guidance**  
Barbara Regan

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# Stoughton High School Mission Statement

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

## Expectations for Student Learning

### *Academic*

- The student demonstrates effective listening and speaking skills.
- The student writes in a clear and concise manner.
- The student reads for comprehension and understanding.
- The student demonstrates critical thinking skills.
- The student displays problem-solving skills.
- The student demonstrates use of technology.

### *Civic*

- The student demonstrates responsible citizenship.

### *Social*

- The student demonstrates respect for peers, school staff, property, and community.
- The student demonstrates decision-making skills.

**The Expectations for Student Learning are reflected throughout the various curriculums at Stoughton High School.**

## NEASC Accreditation Statement

New England Association of Schools and Colleges  
The Sanborn House,  
15 High Street  
Winchester MA 01890  
(617) 729-6762

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.

## Stoughton High School Guidance Department

The election of specific subjects each school year should be based upon an understanding of one's own interests, abilities, limitations, and future plans. An important function of our guidance program is to assist pupils in planning wisely for the future by helping them to realize their full potential and to choose courses which will aid them in reaching their life goals. Students may arrange for personal appointments with their counselors and are encouraged to participate in the programs offered by the Guidance Department throughout the year.

Parents wishing to discuss academic progress, selection of courses, and other matters related to school performance are urged to consult with the counselor assigned to the student. Appointments may be arranged by contacting the Guidance Department Office at 344-4000, extension 1251.

<b>Stoughton High School Graduation Requirements</b>
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	Class of 2011	Class of 2012	Class of 2013	Class of 2014
English Credits	20	20	20	20
Math Credits	15	15	15	15
Science Credits	15 *	15*	15*	15*
Social Science Credits	15	15	15	15
PE Credits	2.5	2.5	6**	6**
Health Credits	2.5	2.5		
Fine Arts or World Language Credits	1.25	1.25	1.25	1.25
Information Tech. Credits	1.25***	1.25***	1.25***	1.25***
<b>Minimum Total Credits</b>	<b>110</b>	<b>115</b>	<b>115</b>	<b>115</b>

\*Students must pass Biology in order to graduate. Students must elect Biology in the ninth or tenth grades. Exceptions will only be approved by the Science Director.

\*\*Beginning with the Class of 2013, all students must pass PE/Health (a combined class) for a total of six credits.

\*\*\*The following courses meet the I.T. requirement: Advanced Placement Calculus and Advanced Placement Statistics.

**In addition:**

1) Students must satisfy one of the following two conditions in both English Language Arts and Mathematics to earn a competency determination from the State Department of Elementary and Secondary Education (DESE):

- a) Meet or exceed the Proficient scaled score of 240 on the English Language Arts and Mathematics grade 10 MCAS tests and OR...
- b) Meet or exceed the Needs Improvement scaled score of 220 on the English Language Arts and Mathematics grade 10 tests and fulfill the requirements of the Educational Proficiency Plan developed by the high school staff and the student.

Students shall, in addition to the requirements above, attain a minimum of Needs Improvement (scaled score of 220) on one of the high school end-of-course science tests.

2) Five of the fifteen credit requirements in Science & Mathematics may be taken outside of the respective departments. The substitutions listed below will be accepted.

- a) **Mathematics** – Accounting I, Accounting II, Accounting III, Business & Personal Finance
- b) **Science** – CAD/CAM

3) A course can be counted only once to fulfill a department requirement.

4) Seniors must pass subjects totaling a minimum of fifteen (15) credits.

5) A student must be within five graduation requirement credits in order to participate in Class Night and Graduation ceremonies.

## Promotion Criteria September 2010

To be promoted to Grade 12	A student must earn <b>80</b> credits
To be promoted to Grade 11	A student must earn <b>55</b> credits
To be promoted to Grade 10	A student must earn <b>25</b> credits

### Summer School Policy

Students may attend an approved summer school for credit in any full year subject in which they have passed two marking periods. Students, who are taking a semester course, must have passed one marking period of that course to be eligible for summer school. A withdrawal from any course during the academic year will disqualify the student from earning credit in summer school. Students may attend an approved summer school for the following reasons:

- To fulfill graduation requirements.
- To continue in a sequential course.
- For enrichment purposes.

### Some Guidelines for Course Choices

As you choose your courses for next year keep in mind the following points:

1. Requirements for admission to four-year colleges and NCAA Eligibility requirements are outlined on the following pages.
2. Trade and Vocational Skills and Knowledge - Certain occupations utilize basic knowledge in specific areas.  
For example:
  - Many occupations that do not require a college education, especially in the health field, demand 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. Entrance to a four-year school requires a minimum of Algebra I, Algebra II, Geometry and at least one laboratory science.
  - Certain courses are required for entrance to some college programs. For example, entrance to some nursing programs requires Chemistry; entrance to an engineering program requires at least Trigonometry and Pre-Calculus, plus Physics.
3. Electives - These are subjects that you choose after you have taken care of your requirements and mandatory courses. For most students electives will be in Art, Music, and Natural Sciences. For other students, electives will be in World Languages, Social Studies, Business, Science, Math, and English. In other words, the entire Program of Studies is open to you for elective courses provided you first take the courses that are required.
  - Consider your abilities, interests and goals.
  - Keep in mind the necessity of acquiring some tangible basic skills. When you graduate you will not only have to read and write, but you will have to recognize problems and organize methods for their solution. You will be called upon to take a stand on issues and to defend your point of view. Intangible skills such as these are gained from courses in Social Studies.
  - Also use electives to broaden your preparation for your present career interest. For example, Accounting is a good elective for anyone interested in Business.
  - Many students have entered a career field because of a so-called "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 to help plan your coursework.
4. Students that plan to participate in our Athletic program should check with NCAA website for additional information regarding college entrance requirements.

## Higher Education & College Entrance Requirements

- Colleges look for a student who has pursued a rigorous, college-preparatory program.
- Highly competitive colleges do not always spell out requirements, but suggest: four years of English, four years of college-prep Math, 3 years of Science (at least two with laboratories), 3 years of Social Studies, and 3 or 4 years of the same World Language. Courses in the areas of Art, Music, Science and Technology are highly recommended. Knowledge of computers/word processing will prove necessary to college students.
- Entrance requirements and suggestions vary, as do the academic expectations of colleges. 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, counselors and friends, make sure of requirements and proper sequence of courses, and then explore your interests through a considered choice of electives.

## Course Requirements

As stated in the student handbook, the Stoughton High School attendance policy should be reviewed as it could impact course credits.

## General Policies

A student may elect subjects in advance of grade level with the permission of the director and guidance counselor. However, required subjects must be taken at the prescribed grade level. In addition, a student may elect to take subjects below grade level.

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

Guidelines to be selected for AP/Honors courses:

1. Students must meet a pre-determined number of the following criteria: teacher recommendation, standardized test scores, previous grades, approval of directors and writing samples wherever applicable.
2. Students wishing to earn Advanced Placement credit for any course must take the Advanced Placement Examination.
3. Students who wish to move into existing honor programs must have the approval of the respective director. The student's overall record will be reviewed with a general guideline of an A- in a college level course required.
4. A student must have a C- average or better to continue in a sequential honors program.
5. The respective director and principal may consider any exceptions to #'s 1-4 above.

## Honor Roll Classifications

**Highest Honors** - All A's in all subjects. **Honors** - All A's and B's in all subjects

## Changes in Schedules

After the school year has begun, there will be a one-week period (at the end of the second full cycle) where students may change schedules for valid academic reasons. After that time period, the department director and the guidance director must approve any schedule changes. If a student withdraws from a course after the first marking period, a "WP" indicating Withdrawn Passing or a "WF" indicating Withdrawn Failing will appear on the student's transcript.

## Dual Enrollment Program

Under the Education Reform Act of 1993 qualified juniors and seniors may enroll in public colleges or universities to earn both high school and college credit. High School student eligibility is a local decision. Stoughton High School will review the application of any interested student. Stoughton High School graduation requirements must be fulfilled in order to qualify for a high school diploma. Details on this program are available in the guidance office.

# Stoughton Academy

The Stoughton Public Schools offer adults the opportunity to earn a high school diploma by attending evening classes. Please refer to the Stoughton Public Schools website or the Stoughton Academy Director for more information. In addition, some Stoughton High seniors take Stoughton Academy courses for credit recovery under a signed contract with their guidance counselor and the Principal.

## Three and One-Half Year Graduation

This program is available to a student who is in an unusual circumstance and shows a particular need to graduate early. In the spring of his/her junior year, a student and his/her parents must meet with the student's school counselor and principal to apply for early graduation. The principal has the sole authority to approve the application. Any students approved for early graduation must complete all course and credit requirements and all final assessments by the end of semester one. Students who are three and one half-year graduates are eligible to participate in fall activities and in the senior class events, exclusive of spring sports.

## Independent Study

An independent study program is available to a few selected students in some departments. To be accepted in such a program, the student must have good academic credentials as well as a sense of responsibility and commitment. To apply, students must write a proposal in which they describe their intended project and clearly state goals and procedures. The students must then secure approval from the teacher, department director, and guidance counselor. 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.**

## 9<sup>th</sup> Grade Teams

Each year, a number of incoming 9<sup>th</sup> grade students are placed on a team for their major subject areas. The students on the 9<sup>th</sup> grade team have the same teachers in Math, English, Science and Social Studies, but do not have the same students in all of their classes. The teachers agree on a common set of standards and expectations for students and meet regularly to discuss student progress, thereby facilitating the transition to high school.

## SCHOOL-TO-CAREER OVERVIEW

Massachusetts School-to-Career is a program created by the Department of Education where employers work with educators to ensure that students graduate with relevant skills and knowledge for the workplace. The mission of School-to-Career is to give all students the academic, technical, technological and employability skills necessary to compete in higher education and high performance workplaces. School-to-Career seeks to construct a system that substantially improves educational attainment, occupational mastery, and access to careers and college. This program funds local partnerships between schools and businesses in order to prepare and place students in brokered work-based learning opportunities; and structure those experiences through the use of the Massachusetts Work-Based Learning Plan. Through School-to-Career, Stoughton High School has developed a partnership with the Stoughton Chamber of Commerce. As a result, SHS students can participate in the following activities:

- Career fairs and career development activities sponsored by local businesses
- Summer internships and job placements at local businesses
- Senior Year work/study, seminars and early release internships with supervision

# Course Listings

Stoughton High School follows a six day per cycle, seven class periods a day schedule. The bell schedule can be found at the end of the Program of Studies. Courses meet 6 times per cycle for a full year (FY) or a semester (Sem.) unless indicated in the course description, i.e. American Studies 12x/cycle, Grade 9 PE/Health 3x/cycle, Current Events 2x/cycle Sem.

## Language Arts

### English

American Studies  
Communication in the Workplace  
Contemporary Literature  
Contemporary Viewpoints  
Creative Dramatics  
Creative Writing  
English 9, Honors, College, & College Preparatory  
English 10, Honors, College, & College Preparatory  
English 11, AP -Language and Composition  
English 11, Honors, College, Standard  
English 12, AP- Literature and Composition  
English 12, Honors  
English Composition, Quincy College  
Foundations of English 10  
Journalism  
Modern World Literature  
Multicultural Literature  
Myths and Legends  
Plays: Past and Present  
Reading for Enjoyment  
Sci-Fi & Tales of Suspense & Horror  
Speak Up! An introduction to Public Speaking  
The Poetry Experience  
Writing Seminar

### Reading

ELL Reading  
Intensive Reading  
SAT Review

### Humanities

American Studies

## Mathematics

AP A/B Calculus  
AP B/C Calculus  
AP Statistics  
Algebra I College, College Prep  
Algebra II  
Algebra II Part A  
Algebra II Part B  
College and Career Math  
Differential Calculus Grade 11, Honors  
Geometry  
Honors Algebra II with Trigonometry  
Honors Geometry

## Mathematics (cont'd)

Individualized Mathematics Program II  
Math Explorations I  
Math Explorations II  
Pre-Calculus with Trig.  
Pre-Calculus with Trig./Statistics, Quincy College  
Statistics  
Topics in Advanced Mathematics

## Natural Sciences

AP Biology  
AP Chemistry  
Astronomy, College Preparatory  
Biology, Honors, College, College Preparatory  
Chemistry I, Honors, College, Quincy College  
Chemistry II, Honors  
Environmental Science, College, College Preparatory  
Forensic Science  
Human Anatomy, College  
Oceanography, College Preparatory  
Physics, Honors, College  
Physiology, Honors  
Science Seminar, Honors  
Engineering Design, Honors, College, College Preparatory  
Robotics, College

## World Languages

Advanced Latin Prose Honors, College  
French I  
French II, Honors, College  
French III, Honors, College  
French IV, Honors, College  
French V, AP, Honors, College  
Latin I  
Latin II, Honors, College  
Spanish I  
Spanish II, Honors, College  
Spanish III, Honors, College  
Spanish IV, Honors, College  
Spanish V, AP, Honors, College

## **English as a Second Language**

ESL I  
ESL II  
ESL III  
ESL IV  
ESL History  
ESL/ Instructional Lab

## **History and the Social Sciences**

AP United States History I  
AP United States History II  
American Studies  
American War in Vietnam  
Cross Cultural Film  
Current Events  
Law and Society  
Psychology  
Religions of the World  
Sociology  
20<sup>th</sup> C. U.S. History Via Film  
United States History I, Honors, College, College Prep  
United States History II, Honors, College, College Prep  
United States History, Quincy College  
World History, Honors, College, College Preparatory  
World Politics and Extremism

## **Career Pathways**

### **Business**

Accounting I  
Accounting II  
Accounting III  
Personal & Business Finance  
College/Career Planning  
Sports & Entertainment Marketing  
Entrepreneurship I  
Fashion Marketing I  
Fashion Marketing II  
Microsoft Office Suite  
Digital Literacy  
Principles of Business  
Principles of Marketing I  
Principles of Marketing II  
Career Seminar in Business & Tech  
Work Study

### **Technology**

Microsoft Office Suite  
A+ Certification (Software) + (Hardware)  
Computer Science  
Graphic Design I  
Graphic Design II  
HTML I  
HTML II / DreamWeaver  
Information Technology Concepts I  
Information Technology Concepts II  
Computer Assisted Design I  
Computer Assisted Design II

## **Technology (cont'd)**

Digital Literacy  
Career Seminar in Business & Tech  
Work Study  
Helpdesk

### **Media Production**

Computer Music  
Journalism  
Stoughton Yearbook Production  
Video Production I  
Video Production II  
Video Production III

## **Fine Arts**

### **Art**

Advanced Art  
Art I  
Art II  
Fine Craft Exploration  
Portfolio  
Intro to Digital Photography  
Photo 1  
Photography Portfolio

### **Music**

Band  
Chorus  
Computer Music  
Music in America  
Music Theory  
Jazz Lab  
Musical Theater  
Guitar I  
Guitar II  
Keyboard I  
Keyboard II

## **Physical Education/Health**

9<sup>th</sup> Grade Health and Physical Education  
10<sup>th</sup> Grade Health and Physical Education  
11<sup>th</sup> Grade Health and Physical Education  
Alternative Fitness  
Competitive Games  
CPR, First Aid & Treatment of Sport Injuries  
Strength and Conditioning

## **Special Education**

Academic Lab

## **Additional Offering**

Regular Education Academic Lab

# English Language Arts

The English courses at Stoughton High School are designed 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 English, 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 being on analytical prose. Although the length of the essays will vary from the one paragraph theme to the research paper, most will be three to five paragraphs.

To be eligible to proceed to the next grade level in English, a student must pass English each year. After passing Grade 11 English, a student must then pass two semesters of English in Grade 12. One of these semester courses must be a literature course. In Grade 12 students should elect at least one English course for each semester.

Any student, who has had to repeat a year of English in grades 9-11, may take two years of English in the senior year by earning a final grade of C- or better in English 10 and/or summer school.

## Grade 9

**ANY STUDENT WHO REPEATS GRADE 9 ENGLISH MUST DO THE GRADE 9 ENGLISH REQUIRED SUMMER READING, SELECTING A TITLE OTHER THAN ONE ON WHICH HE/SHE HAS ALREADY BEEN TESTED.**

**111-H** **English 9 H** **FY 6x/cycle – 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 grade 9, college-bound student. The genres of drama, poetry, fiction, and nonfiction are studied. In writing, emphasis is on the five-paragraph theme. Grammar is also studied in depth. Both oral and written reports are assigned. This course is designed for the self-motivated student. Students must complete a summer reading list prior to entering the course.

**111-C** **English 9 C** **FY 6x/cycle – 5 credits**  
This course includes emphasis on the development of skills in the areas of writing, reading comprehension, oral expression, and library 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 the three-paragraph essay. A student electing this course must have good study habits.

**111-CP** **English 9 CP** **FY 9x/cycle – 7.5 credits**  
This course covers much of the same material as that in English 9 College, but it is designed for the student who needs a more moderately paced, in-depth review of the fundamentals of reading and writing. Special attention will be given to improve students' study skills, as well as more individualized help to write the three-paragraph theme. Students will receive additional time as well as individual help while developing skills of reading, writing, listening, and speaking.

## Grade 10

**121-H** **English 10 H** **FY 6x/cycle – 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 independent work. Literary works are analyzed in depth. In composition, the emphasis is on the five-hundred-word theme. Students must complete required summer reading prior to entering the course.

**121-C** **English 10 C** **FY 6x/cycle – 5 credits**  
This course reviews the skills presented in English 9 College and develops additional skills in language, composition, and literature. Literature is studied by genre with selections grouped thematically as much as possible. Emphasis in composition is on the four-paragraph, five-hundred-word theme.

**121-CP** **English 10 CP** **FY 6x/cycle – 5 credits**  
This course is for the student who, based on teacher recommendation, could benefit from additional review of the fundamentals of composition work, reading, and study skills before taking any grade 11 English classes. Some of the same literature will be studied as in English 10 College, but students will receive more teacher guidance to understand

their reading, and more individualized help to be able to write the four-paragraph, five-hundred-word theme by the end of the course.

**121-S** **Foundations of English 10** **FY 6x/cycle – 5 credits**  
This course is practical in nature, emphasizing basic reading, writing, speaking, and listening skills. Students will apply their skills to real-life situations, such as writing letters to potential employers, filling out job applications, and practicing job interview skills.

### Grade 11

**131- AP** **Advanced Placement: Language & Comp.** **FY 7x/cycle – 6 credits**  
This course is for juniors who wish to pursue a college level course while still in high school. Its focus will be 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, 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 P.S.A.T. and/or S.A.T., a required writing sample, and their 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.**

**131-H** **English 11 H** **FY 6x/cycle – 5 credits**  
This course is a continuation of the honors program for students who have successfully completed English 10 Honors. The course involves intensive work in composition, language, and literature. Students are expected to do independent supplementary reading and an in-depth research paper. Students must complete required summer reading prior to entering the course.

**540-C** **American Studies** **FY 12x/cycle – 10 credits**  
See the full description under the Humanities section.

**131-C** **English 11 C** **FY 6x/cycle – 5 credits**  
This course, using American literature and mythology, explores archetypal themes, such as loss of innocence, 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 such disparate works as those by Homer, Malamud, Hurston, Fitzgerald, Miller, and Williams through the study of non-fiction, poetry, short stories, plays and novels. Vocabulary work, as well as SAT preparation, and further development of composition skills will be an integral part of English 11 C. Students must also complete a research paper.

**131-S** **English 11 S** **FY 6x/cycle – 5 credits**  
This course is the study of the reactions of American poets, dramatists, short story writers, and novelists to various problems in their own lives, as well as in society from the eighteenth century to contemporary times. The students will study writers such as Poe, Twain, Lardner, Frost, E.E. Cummings, and Albee.

**132-S** **Contemporary Literature** **FY 6x/cycle – 5 credits**  
This course is a practical, remedial course in the study of literature. Students will continue to develop their writing skills by responding to various forms of literature, such as biography, short story, drama, novel, as well as newspaper and magazine articles.

**154-C** **Creative Writing** **SEM 6x/cycle – 2 .5 credits**  
This is an elective course for juniors. Please see the course description under grade 12.

**155-C** **Journalism** **FY 3x/cycle – 2 .5 credits**  
This is an elective course for juniors. Please see the course description under grade 12.

### Grade 12

**141-AP** **Advanced Placement 12: Literature** **FY 7x/cycle – 6 credits**  
This course is for seniors who wish to pursue a college level course while still in high school. Its focus will be 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 P.S.A.T. and/or S.A.T., a

required writing sample, and their 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.**

**141-H English 12 FY 6x/cycle – 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. As for all of the honors courses, students will be required to do summer reading prior to entering the course.

**151-C Modern World Literature (Grade 12) SEM 6x/cycle – 2.5 credits**

Students will study modern world writers of plays, novels, short stories, and poetry. They will study the common themes and the shared experiences evident in works from many nations, but especially in works by European and Non-Western writers. Students will be expected to write five-hundred-word literary analyses of works studied.

**152-C Plays: Past and Present (Grade 12) SEM 6x/cycle – 2.5 credits**

This course covers major playwrights from ancient times to the present. By reading plays representative of the main trends in drama, the class will survey the history of the genre. Students will write critical analyses of works studied.

**153-C The Poetry Experience (Grade 12) SEM 6x/cycle – 2.5 credits**

This course will involve in-depth discussions of the works of major poets and contemporary songwriters. The class will provide a forum for local poets and student poets to present their work.

**154-C Creative Writing SEM 6x/cycle – 2.5 credits**

This is a course in expository and creative writing that will combine the study of modern stories, poems, and other forms of creative writing. The course will require much at-home and in-class writing. Students in this course, which will be heterogeneously grouped, will be required frequently to conference individually with their peers as well as with the teacher. 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 to advanced writers in grade 10, as well as to juniors and seniors. **However, only seniors may use this course to fulfill one of the required grade 12 semester courses in English.**

**156-QC English Composition I (Grade 12) SEM 6x/cycle – 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 will be required. Those students who have already passed two writing courses may not use this course to fulfill the English requirements for graduation. **STUDENTS PASSING THIS COURSE WILL RECEIVE 3 COLLEGE CREDITS FROM QUINCY COLLEGE.** Students wishing to take the course must see their guidance counselor for an application and the enrollment criteria.

**155-C Journalism SEM 3x/cycle – 2.5 credits**

This course, open to students in grades nine through twelve, 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. The more experienced journalism students, those who may have taken journalism in previous years, will learn more advanced skills in reporting, editing and layout. Students taking this course, which will be heterogeneously grouped, will be able to assist with the school newspaper, The Knight. Due to the nature of the skills being developed, all students may take this course more than once. **However, only seniors may use this course to fulfill one of the required grade 12 semester courses in English.**

**156-C Writing Seminar (Grade 12) SEM 6x/cycle – 2.5 credits**

This is a course designed for the senior who wishes to take one last opportunity to strengthen individual writing skills before completing his work at Stoughton High School. It will be especially helpful in preparing students for work in the freshman year in college. Stress will be placed on training in 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. Students will be given a diagnostic test to spot specific weaknesses and will work on corrective exercises. Individual conferences will be required. Those students who have already passed two writing courses may not use this course to fulfill the English requirements for graduation.

**157-S** **Contemporary Viewpoints** **SEM 6x/cycle – 2.5 credits**  
Through a study of mass media and literature, students will examine the following topics: The Impact of Mass Media on Society; Understanding the Meaning of Advertising; Prejudice, Tolerance, and Diversity; and Students' Rights. Class participation is important. Topics for writing assignments are generated from class discussions.

**158-S** **Sci-Fi & Tales of Suspense & Horror** **SEM 6x/cycle – 2.5 credits**  
Students will read and study science fiction, detective stories and other tales of suspense and horror. Attention will also be given to continued development of students' writing skills.

**159-S** **Myths & Legends (Grade 12)** **SEM 6x/cycle – 2.5 credits**  
This course will examine the aspirations, needs, and fears of all people as seen in their myths and legends. Students will study myths and legends of various nations and cultures, such as Scandinavia, Greece, India, and the United States.

**160-S** **Multicultural Literature (Grade 12)** **SEM 6x/cycle – 2.5 credits**  
The literature in this course reflects the diverse and rich cultural mix that comprises U.S. literature. The course will introduce students to Asian American, Native American, African American, European American, Afro-Caribbean and Latino writers, using a variety of texts across the four genres: non-fiction, fiction, poetry, and drama. Students will be expected to do written responses to the work studied.

**161-S** **Communication for the Workplace (Grade 12)** **SEM 6x/cycle – 2.5 credits**  
Students will have a variety of opportunities to role-play situations that they might encounter in the workplace. They will do practice interviews, write resumes and job applications, and practice the skills needed to speak and write effectively for the workplace.

## English Elective Courses

**155-C** **Journalism (Grades 9-12)** **FY 3x/cycle – 2.5 credits**  
This course, open to students in grades nine through twelve, 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. The more experienced journalism students, those who may have taken journalism in previous years, will learn more advanced skills in reporting, editing and layout. Students taking this course, which will be heterogeneously grouped, will be able to assist with the school newspaper, The Knight. Due to the nature of the skills being developed, all students may take this course more than once. **However, only seniors may use this course to fulfill one of the required grade 12 semester courses in English.**

**162-C or 1622-C** **Reading for Enjoyment** **SEM 3x/cycle 1.25 credit or SEM 2x/cycle 1 credit**  
If you would like the opportunity to read your choice of books, this course is for you! Whether mystery, fiction, biography, or fantasy, working with an individual contract between the student and the teacher, allows each student to identify readings that best complement his/her educational and emotional maturity levels, as well as encourage intellectual curiosity. The teacher's role will be that of a facilitator as well as a learner. Through a variety of formats, students will also share their reactions to their readings. **This course is open to students in grades 10-12. It does not fulfill an English requirement.**

**163-C** **Speak Up! An Introduction to Public Speaking** **SEM 3x/cycle – 1.25 credits**  
The purpose of this course is to help students expand their communication skills in a variety of speaking situations. It will develop both formal and informal speaking skills. Activities will help students prepare for college and job interviews, as well as for the various kinds of classroom presentations so they will be able to speak with confidence and poise. Students will also develop their listening, note taking, and writing skills. **This course is open to students in grades 10-12 and does not fulfill an English requirement.**

**164-C** **Creative Dramatics** **SEM 3x/cycle – 1.25 credits**  
This course is an introduction to theatre. Students will practice creative dramatics through pantomime and improvisation, as well as study acting techniques, directing, interpretation, movement, scene design, make-up, theatre history, and play analysis. **This course is open to students in grades 10-12, but to grade 9 students only by invitation from the Director of English. It does not fulfill an English requirement.**

## Reading

### 165-S

#### Intensive Reading

**FY 6x/cycle – 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.

### 187-CP

#### ELL Reading

**FY 6x/cycle – 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.

### 166-C

#### SAT Review

**½ Year EOD –1.25 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)

## 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

### 540-C

#### American Studies

**FY 12x/cycle —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; 131-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.

## Mathematics

The Mathematics program is designed to meet the needs of students with varying academic abilities. Courses have been aligned with the state framework 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. Course work focuses on the development of critical thinking and problem solving skills.

- Students planning to attend state colleges and universities are reminded of the requirement of three years of college mathematics. This includes Algebra I, Geometry, and Algebra II (or Algebra 2 Part A and Part B).
- Students planning to attend four-year colleges or universities are urged to take four years of college preparatory math. Studies have shown that students who do not take math in their senior year of high school and are required to take mathematics in college, experience difficulty on placement exams and thus are placed in freshmen remedial math courses in college.

The Math Department uses different types of instructional technology to enhance the learning process, such as, computer programs, SmartBoards, and calculators. However, calculators should never be used in lieu of mastering basic computational skills. Students should realize that the calculator is a useful tool to illustrate various concepts as well as to increase the speed of certain computations, but calculators should never replace a basic understanding and application of mathematical principles. Calculators are required for all college and honors level classes. A TI-83/84 Graphing calculator is required for all courses from Algebra 2 and beyond. A scientific calculator is required for all other courses.

### Grade 9

**211-C Algebra I FY 6x/cycle – 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.

Pre-requisite: Grade 8 Teacher Recommendation and/or approval of the Director of Mathematics

**212-CP Algebra I - CP FY 9x/cycle – 7.5 credits**

This course is designed to help students develop the skills needed in Algebra I and higher level Math. It will review the basic skills in arithmetic and cover topics in data analysis, linear equations and functions, inequalities, polynomial functions, systems of equations and inequalities, quadratic equations, and exponential functions. This course will meet nine times in a cycle to provide students with the individualized support they need to be successful.

Pre-requisite: Grade 8 Teacher Recommendation and approval of the Director of Mathematics

**221-C Geometry 9C FY 6x/cycle – 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.

Pre-requisite: Algebra I and approval of the Director of Mathematics

**221-H Honors Geometry FY 6x/cycle – 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 2 not covered in the college Geometry course.

Pre-requisite: Grade 8 Teacher Recommendation, Algebra I and approval of the Director of Mathematics

**Grade 10**

**222-C Geometry FY 6x/cycle – 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.

Pre-requisite: Algebra I (211-C) or equivalent

**231-C Algebra II FY 6x/cycle – 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. A graphing calculator is recommended for this course. A TI 83 or TI 84 calculator is required for this course.

Pre-requisite: Geometry (221-C or 222-C)

**231-H Honors Algebra II with Trigonometry FY 6x/cycle – 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. A TI-83/84 graphing calculator is required for this course.

Pre-requisite: Honors Geometry (221-H) or approval of the Director of Mathematics

**242-CP Individualized Math Program II FY 6x/cycle – 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 the Individualized Mathematics Program I. An individualized approach will be used for grading. Students are chosen through recommendations made by teachers, parents, guidance, and Special Education personnel.

Pre-requisite: IMP I (241-S) or approval of the Director of Mathematics

**Grade 11**

**232-C** **Algebra II Part A** **FY 6x/cycle – 5 credits**  
This course is the first half of the Algebra II curriculum. If students elect this course they are required to take Algebra II Part B the following year. Topics covered will be those covered in the first semester of the year in Algebra II. This course is designed for students who have displayed difficulty in their Algebra I and/or Geometry class. A TI-83/84 graphing calculator is required for this course.

Pre-requisite: Geometry (221-C or 222-C)

**243-CP** **Math Explorations I** **FY 6x/cycle – 5 credits**  
This non-college preparatory course is designed to continue the study of mathematics through real-world applications and technology. Topics from algebra, geometry, and descriptive statistics will be included in this course.

Pre-requisite: IMP2 (242-S) or approval of the Director of Mathematics

**251-H** **Differential Calculus** **FY 6x/cycle – 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. A TI 83 or TI 84 calculator is required for this course.

Pre-requisite: Honors Algebra 2 with Trigonometry (231-H) or approval of the Director Mathematics

**252-C** **Pre-Calculus with Trigonometry** **FY 6x/cycle – 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

Pre-requisite: Algebra 2 (231-C or 233-C) or approval of the Director of Mathematics

**252-QC/255-QC** **Pre-Calculus with Trigonometry/Statistics** **FY 6x/cycle – 5 credits**  
This course is a two semester sequence of Precalculus and Statistics for credit at Quincy College. Students will be awarded six (6) credits at Quincy College for completing the sequence. The Precalculus 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.**

Pre-requisite: Algebra 2 (231-C or 233-C) or approval of the Director of Mathematics

**272-C** **Topics in Advanced Mathematics** **FY 6x/cycle – 5 credits**  
This is a course for students who wish to acquire a deeper and more expanded knowledge of Algebra 2 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.

Pre-requisite: Algebra II (231-C or 233-C) or approval of the Director of Mathematics. This course is not open to students who previously took Pre-Calculus with Trigonometry (252-C).

### Grade 12

**233-C** **Algebra II Part B** **FY 6x/cycle – 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

Pre-requisite: Algebra 2 Part A (232-C)

**244-CP** **Math Explorations II** **FY 6x/cycle – 5 credits**

This non-college preparatory course is designed for students to further the study of mathematics from a modeling perspective. Topics from algebra, probability, statistics, and consumer mathematics will be included. Use of technology will be emphasized.

Pre-requisite: Math Explorations I (243-CP) or approval of the Director of Mathematics

**299-C College & Career Mathematics (Seniors Only) FY 6x/cycle – 5 credits**

This course is designed to help students develop the core mathematics skills expected in the 21<sup>st</sup> 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

**253-AP Advanced Placement A/B Calculus FY 6x/cycle – 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.**

Pre-requisite: Pre-Calculus with Trigonometry (252-C). This course is not open to students who previously took Differential Calculus (251-H).

**254- AP Advanced Placement B/C Calculus FY 7x/cycle – 6 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. This course will meet 7 times during a six day cycle. 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.**

Pre-requisite: Differential Calculus (251-H)

**261-C Statistics (seniors only) FY 6x/cycle – 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.

Pre-requisite: As a minimum, students must have taken and passed Algebra 2 or Algebra 2 Part B.

**261-AP Advanced Placement Statistics FY 6x/cycle – 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. **To earn Advanced Placement credit for this course, students must take the Advanced Placement examination in the spring.**

Pre-requisite: Pre-Calculus with Trigonometry (252-C) or simultaneous enrollment in Differential Calculus (251-H) or approval of the Director of Mathematics

# 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.

## Grade 9

**321-H** **Biology H** **FY 7x/cycle – 6 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. A long-range experimental science project may be required.

**311-C** **Environmental Science C** **FY 6x/cycle – 5 credits**  
This 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.

**311-CP** **Environmental Science CP** **FY 6x/cycle – 5 credits**  
This course utilizes 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, pollution as well as general earth science concepts.

**375-CP** **Engineering Design** **FY 6x/cycle – 5 credits**  
This course is a moderately paced introduction to basic engineering and the concepts of the engineering design process, and is recommended 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. The more difficult mathematical relationships are derived and explained as encountered. 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. Students will have the opportunity to develop graphical communication skills used in engineering through the use of sketching and may be introduced to 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.

## Grades 10, 11, 12

**331-H** **Chemistry I H** **FY 7x/cycle – 6 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. A long-range experimental science project is required.  
Pre-requisite: C grade in Biology (321-C)

**321-C** **Biology C** **FY 7x/cycle – 6 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.

**321-CP** **Biology CP** **FY 7x/cycle – 6 credits**

This laboratory course is a moderately paced study of biological concepts and is intended for the student who has already developed a foundation in both general and environmental science concepts, lab procedures, and scientific reasoning but requires more in-depth study and review of fundamental biological concepts. This course covers such topics as cell structure and function, genetics, comparative anatomy and physiology, evolution, biodiversity, and ecology.

**352-C** **Human Anatomy C** **SEM 6x/cycle – 2.5 credits**

This course is designed for students who have successfully completed a biology course and desire a more detailed explanation of the structure and function of the human body. Students will consider the principal organ systems and their interrelationships. Attention will be given to the role of proper diet and exercise in keeping the human body in prime working condition.

Pre-requisite: C grade in Biology (321)

**353-CP** **Astronomy CP** **SEM 6x/cycle – 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.

**354-CP** **Oceanography CP** **SEM 6x/cycle – 2.5credits**

This course focuses on physical oceanography in which the student will be introduced to such topics as the physics of waves, currents, tides, geological aspects of the ocean floor, chemical and physical properties of sea water and sedimentation, and various aspects of marine biology.

**351-H** **Physiology H** **FY 7x/cycle – 6 credits**

This laboratory course involves the integration of the biological and physical sciences. Detailed explanations of some of the functions of the human body beyond those covered in the biology course are considered. A unit on the physiology of plants is included with particular interest in growth and development. A laboratory program relating to animal, human, and plant systems accompanies the course. Students are required to do considerable outside reading.

Pre-requisite: minimum C grade in Biology (321) and minimum C grade in Chemistry (331)

**357-C** **Forensic Science C** **FY 6x/cycle – 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. At different points in the course, students will assume the role of a crime scene investigator, scientific analyst or expert witness. 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. Impressions, such as lip prints, shoe prints, tire tracks, and tool marks will also be studied. Simulated blood detection, typing, and spatter patterns, DNA analysis, simulated saliva, semen and urine analysis, criminal profiling, simulated over the counter and illicit drugs, toxicology, death investigation, anthropology and entomology will be examined as well as other trace evidence such as soils, metals, and glass. Ballistics, arson and explosives may also be subjects that are explored. Thought-provoking mock cases which include detailed scenarios and various types of evidence will be presented for analysis throughout the course.

Pre-requisite: C grade in Biology

**331-C** **Chemistry I C** **FY 7x/cycle – 6 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.

Pre-requisite: C grade in Algebra

**332-AP** **Advanced Placement Chemistry** **FY 8x/cycle – 7 credits**

This laboratory course allows selected students who have satisfactorily completed courses in 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. **Taking the AP Exam for this course is a requirement.**

Pre-requisite: Approval of the Director of Science

**332-H** **Chemistry II H** **FY 7x/cycle – 6 credits**

This course is designed for students who have successfully completed chemistry I and may be considering a career in science or a health-related field. The laboratory course will review advanced topics in inorganic chemistry during the first semester while the extensive world of organic chemistry will be explored during the second semester.

Pre-requisite: C grade in Chemistry I or approval of Director of Science

**322-AP** **Advanced Placement Biology** **FY 8x/cycle – 7 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. **Taking the AP Exam for this course is a requirement.**

Pre-requisite: Approval of the Director of Science

**375-H** **Engineering Design** **FY 6x/cycle – 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**

**331-QC** **Chemistry I** **FY 7x/cycle – 6 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.

Pre-requisite: C grade in Algebra

**358-H** **Science Seminar** **FY 3x/cycle – 2.5 credits**

This course allows selected eleventh and twelfth grade students to investigate specific science topics in depth. Current events and cutting edge science trends will be investigated. Field trips may be an important component of this course. Students will be expected to design and carry out a long-range experimental science project or projects suitable to enter in regional and state science fair competition and/or Science Olympiad competition. These projects are the main component of the course.

**375-C** **Engineering Design** **FY 6x/cycle – 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.

**375-CP** **Engineering Design** **FY 6x/cycle – 5 credits**

This course is a moderately paced introduction to basic engineering and the concepts of the engineering design process. Basic math skills are required. The more difficult mathematical relationships are derived and explained as encountered. 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 may be introduced to 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.

**378-C** **Robotics** **FY 3x/cycle – 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.

Pre-requisite: C grade in Engineering Design (375)

**Grade 12**

**341-H** **Physics H** **FY 7x/cycle – 6 credits**

Students who are self-motivated, and possess strong math skills in algebra, geometry and elementary trigonometry 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.

Pre-requisite: C grade in Pre-Calculus or approval of the Director of Science

**341-C** **Physics C** **FY 7x/cycle – 6 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.

Pre-requisite: C grade in Algebra

## **World Languages**

The World Languages Department's goals parallel the Massachusetts Foreign Language Framework 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 must attain a minimum of a C- to advance to the next level of the language sequence.
- 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 should 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.

## Grade 9

**411-C** **French I C** **FY 6x/cycle – 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.

**421-C** **Latin I C** **FY 6x/cycle – 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.

**431-C** **Spanish I C** **FY 6x/cycle – 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.

**412-C/H** **French II C/H** **FY 6x/cycle – 5 credits**  
French II provides a greater 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.

**432-C/H** **Spanish II C/H** **FY 6x/cycle – 5 credits**  
Spanish II provides a greater 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 the Hispanic people, and culture.

## Grade 10

**422- C/H** **Latin II C/H** **FY 6x/cycle – 5 credits**  
In 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.

**413- C/H** **French III C/H** **FY 6x/cycle – 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.

**433- C/H** **Spanish III C/H** **FY 6x/cycle – 5 credits**  
Spanish III students increase their knowledge of vocabulary and grammatical structures and practice the 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.

## Grade 11

**423- C/H** **Advanced Latin Poetry C/H (Offered 2011-2012)** **FY 6x/cycle – 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.

**424- C/H** **Advanced Latin Prose C/H (Offered 2010-2011)** **FY 6x/cycle – 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 Livy. At appropriate times, the history, culture and influence of Rome are discussed. (Grades 11 and 12) Offered in alternating years with Advanced Latin Poetry.

**414- C/H** **French IV C/H** **FY 6x/cycle – 5 credits**  
French 4 amplifies the background of preceding years and increases students' proficiency in the four language skills. Students deepen their appreciation of French culture through units that center on a specific theme, (ex. politics, studies,

etc.) The vocabulary and grammar exercises, as well as the reading and composition topics, revolve around the central topics. Students are exposed to a variety of writing styles via reading selections, short stories, a novel, and magazine articles. Listening comprehension is improved by means of current video programs, tape exercises and classic films. There is greater emphasis on self-expression both orally and in writing.

**434- C/H**

**Spanish IV C/H**

**FY 6x/cycle – 5 credits**

In 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 by the teacher to reinforce their listening skill and to illustrate the culture. Students read short stories and selections from the novel, *Don Quixote*. Spanish is the dominant language in the class.

**Grade 12**

**423- C/H**

**Advanced Latin Poetry C/H (Offered 2011-2012)**

**FY 6x/cycle – 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.

**424- C/H**

**Advanced Latin Prose C/H (Offered 2010-2011)**

**FY 6x/cycle – 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 Livy. At appropriate times, the history, culture and influence of Rome are discussed. (Grades 11 and 12) Offered in alternating years with Advanced Latin Poetry.

**415-C/H**

**French V C/H**

**FY 6x/cycle – 5 credits**

The French Level V course 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, 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.

**435-C/H**

**Spanish V C/H**

**FY 6x/cycle – 5 credits**

The Spanish Level V course 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.

**415-AP**

**Advanced Placement French**

**FY 6x/cycle – 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 French courses and their French teacher's recommendation. **Taking the AP Exam for this course is a requirement.**

**435-AP****Advanced Placement Spanish****FY 6x/cycle – 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. 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 Spanish courses and their Spanish teacher's recommendation. **Taking the AP Exam for this course is a requirement.**

## English Language Learners

This department services the English Language Learners (ELL) in the areas of tutoring, translating, and instructing. English as a Second Language (ESL) is taught along with World History and U.S. History courses for ELL students. ELL students may also be tutored in other academic and related classes. The amount of ESL services provided to each ELL student depends on his or her individual need. The goal is to successfully mainstream the ELL student.

**181-CP****ELL I****FY 6x/cycle – 5 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.

**182-CP****ELL II****FY 6x/cycle – 5 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.

**183-CP****ELL III****FY 6x/cycle – 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.

**184-CP****ELL IV****FY 6x/cycle – 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.

**1895-CP****ELL History****FY 6x/cycle – 5 credits**

This course is intended for non-native speakers of English. It has a dual focus. One is an introduction to American History and Civics. The course will progress from the exploration of the New World through American independence and the Civil War. Students will also learn about government thereby gaining an understanding of the basic rights and responsibilities of citizens. The second focus is to prepare students for future history courses. Emphasis will be placed on developing speaking, listening and vocabulary skills in order to be able to read history textbooks, follow lectures and participate in class discussions.

**186-CP****ELL Instructional Lab****FY 6x/cycle – 5 credits**

ESL Instructional Lab is designed to assist ESL students with their mainstream coursework. This course is designed to strengthen the grammar, reading comprehension, listening and writing skills of current and former ESL 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.

# 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.

## Grade 9

### **511-H World History H FY 6x/cycle – 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, performance on a writing sample, 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 college 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.

### **511-C/CP World History C/CP FY 6x/cycle – 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. Required of all 9th grade students.

## Grade 10

### **521-CP/C/H United States History I CP/C/H FY 6x/cycle – 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.**

### **521-H/QC United States History I Year- ED - 5 credits**

This course is taught to tenth graders for 3 credits at Quincy College. This survey course traces the history of American development from pre-Columbian exploration and the Colonial era through the Civil War. Emphasis is given to the main lines of American development from the coming of the pre-Columbian explorers to the end of the Civil War. Special emphasis is given to constitutional developments in this period including the evolution of the British colonial charters, state constitutions, and the federal constitution.

### **521-AP Advanced Placement United States History I FY 6x/cycle – 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.

## Grade 11

### **531-CP/C/H United States History II CP/C/H FY 6x/cycle – 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.

**598-H United States History II FY 6x/cycle – 5 credits**

This course is taught to eleventh graders for 3 credits at Quincy College. This course traces developments since the end of the Civil War with emphasis on reconstruction, the industrialization of America and her emergence as a world power, the two World Wars, and America's role since World War II.

**531-AP Advanced Placement United States History II FY 6x/cycle – 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.**

**540-C American Studies FY 12x/cycle – 10 credits**

See course description in the Humanities section.

## **History and Social Science Electives**

### **Grade 11 or Grade 12**

**551-C Sociology SEM 6x/cycle – 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.

**552-C Psychology SEM 6x/cycle – 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.

**553-C The American War in Vietnam SEM 6x/cycle – 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."

**554-C Law and Society SEM 6x/cycle – 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.

**555-C 20<sup>th</sup> Century United States History Via Film SEM 6x/cycle – 2.5 credits**

This course is grounded in the Social Studies disciplines of history, sociology and psychology and in the Fine Arts. It uses film as a tool to examine the evolution of human relations and society. Key questions to be discussed include the following: How has America changed since the early 1900's? How have our values changed? What changes have taken place in the roles of men, women and children over time? What effects did WWI, WWII and the conflicts that followed have on our nation? How did the civil rights movement impact our media, public institutions and attitudes? To what extent has film and the arts been a catalyst for societal change? Using contemporary films from each decade we will examine the impact of war, technology and societal changes upon human relations. Students should gain a unique insight into United States history through this course.

**556-C World Politics and Extremism SEM 6x/cycle – 2.5 credits**  
 This course will study the effects of terrorism and extreme political, military and religious behavior on 20<sup>th</sup> and 21<sup>st</sup> century America. Extremism’s history, methodology and outcomes will be discussed and analyzed. Methods and options for dealing with terrorism and extremism will be discussed and analyzed from the American perspective. This course requires that the student be willing to do outside research, reading and writing. Each student will need to have a healthy interest in America’s role in the world of the 21<sup>st</sup> century.

**557-C Cross Cultural Film SEM 6x/cycle – 2.5 credits**  
 The power of film gives us a unique opportunity to enrich and enhance our understanding of other cultures. This course will draw upon students’ knowledge of history, literature and the social sciences thereby providing us with an interdisciplinary exploration of youth around the world. The purpose of this course is to help our students to better understand, appreciate and respect the diversity of cultures represented at Stoughton High School, in our community and throughout the world. This course will introduce students to a variety of cultures through foreign films that focus on the experiences of children and teens around the world. Films from France, Italy, UK, Korea, South Africa, Brazil, Japan, China, India, Iran and Australia will be among those viewed. Students will learn about cultural differences in lifestyle, family structure, morals, beliefs, and traditions, both national and religious.

**558-C Current Events SEM 2x/cycle– 2credits**  
 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.

**559-C Religions of the World SEM 6x/cycle – 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 affect 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.

## CAREER PATHWAYS – RECOMMENDED COURSE SEQUENCE

Students who enroll in a Career Pathway should plan their course of study using the recommended course sequence outlined in the Pathway Grids. Students enrolled in any of the non-Foundations Career Pathways will be eligible for a work-study seminar in their senior year. Enrollment in Seminar and Independent Study courses are suggested for students seeking personalized, advanced career development. These courses require department approval.

### RECOMMENDED BUSINESS PATHWAYS

YEAR	FOUNDATIONS	ACCOUNTING	MARKETING	ENTREPRENEURSHIP
<b>Freshman</b>	<ul style="list-style-type: none"> <li>• Microsoft Office</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Office</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Office</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Office</li> </ul>
<b>Sophomore</b>	<ul style="list-style-type: none"> <li>• Principles of Business</li> <li>• Digital Literacy</li> <li>• Microsoft Office</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Business</li> <li>• Digital Literacy</li> <li>• Microsoft Office</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Business</li> <li>• Digital Literacy</li> <li>• Microsoft Office</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Business</li> <li>• Digital Literacy</li> <li>• Microsoft Office</li> </ul>
<b>Junior</b>	<ul style="list-style-type: none"> <li>• Personal &amp; Business Finance</li> <li>• College &amp; Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting I</li> <li>• Accounting II</li> <li>• College &amp; Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Marketing I</li> <li>• Principles of Marketing II</li> <li>• College &amp; Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting I</li> <li>• Principles of Marketing I</li> <li>• Entrepreneurship</li> <li>• College &amp; Career Planning</li> </ul>

<b>Senior</b>	<ul style="list-style-type: none"> <li>Accounting I</li> <li>Principles of Marketing I</li> <li>Seminar in Business &amp; Tech</li> <li>Work Study</li> </ul>	<ul style="list-style-type: none"> <li>Accounting III</li> <li>Personal &amp; Business Finance</li> <li>Seminar in Business &amp; Tech</li> <li>Work Study</li> </ul>	<ul style="list-style-type: none"> <li>Fashion Marketing I</li> <li>Fashion Marketing II</li> <li>Sports Marketing</li> <li>Seminar in Business &amp; Tech</li> <li>Work Study</li> </ul>	<ul style="list-style-type: none"> <li>Seminar in Business &amp; Tech</li> <li>Work Study</li> </ul>
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## RECOMMENDED TECHNOLOGY PATHWAYS

YEAR	BUSINESS TECHNOLOGY		COMMUNICATIONS TECHNOLOGY	
	(SOFTWARE)	(HARDWARE)	(INTERNET)	(MEDIA)
<b>Freshman</b>	<ul style="list-style-type: none"> <li>Microsoft Office</li> </ul>	<ul style="list-style-type: none"> <li>Microsoft Office</li> </ul>	<ul style="list-style-type: none"> <li>Microsoft Office</li> </ul>	<ul style="list-style-type: none"> <li>Microsoft Office</li> </ul>
<b>Sophomore</b>	<ul style="list-style-type: none"> <li>IT Concepts I</li> <li>IT Concepts II</li> <li>Digital Literacy</li> <li>CAD / SketchUp</li> </ul>	<ul style="list-style-type: none"> <li>IT Concepts I</li> <li>IT Concepts II</li> <li>Digital Literacy</li> </ul>	<ul style="list-style-type: none"> <li>IT Concepts I</li> <li>Digital Literacy</li> </ul>	<ul style="list-style-type: none"> <li>IT Concepts I</li> <li>Digital Literacy</li> <li>Video Production I</li> <li>Digital Photography</li> </ul>
<b>Junior</b>	<ul style="list-style-type: none"> <li>Graphic Design I</li> <li>Graphic Design II</li> <li>College &amp; Career Planning</li> <li>A+ Certification + Networking</li> </ul>	<ul style="list-style-type: none"> <li>A+ Certification</li> <li>Helpdesk</li> <li>College &amp; Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Design I</li> <li>Graphic Design II</li> <li>HTML I</li> <li>HTML II</li> <li>College &amp; Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>Video Production II</li> <li>Journalism (Eng. Dept.)</li> <li>Yearbook Production</li> <li>College &amp; Career Planning</li> </ul>
<b>Senior</b>	<ul style="list-style-type: none"> <li>Seminar in Business and Technology</li> <li>Work Study</li> </ul>	<ul style="list-style-type: none"> <li>Helpdesk</li> <li>Seminar in Business and Technology</li> <li>Work Study</li> </ul>	<ul style="list-style-type: none"> <li>Seminar in Business and Technology</li> <li>Work Study</li> </ul>	<ul style="list-style-type: none"> <li>Video Production III</li> <li>Seminar in Business and Technology</li> <li>Work Study</li> </ul>

\* Course articulated with Massasoit Community College. Students who receive a grade of B- or better in the course are eligible to receive Massasoit Community college credit.

\*\* Course articulated with Massasoit Community College if taken as a two-sequence course (For example, both HTML I and II Accounting I, Accounting II, and Accounting III) and if the course and grading requirements are met.

## Business Pathway

The following Business courses may be taken as electives or to fulfill Career Pathway requirements. All students must meet the pre-requisites necessary to take the elected course. *Principles of Business* is a prerequisite for all Business Pathway courses.

### Grades 9-12

#### **630-639-C**

#### **Microsoft Office Suite**

**SEM 3x/cycle – 1.25 credits**

This course is designed to introduce students to the Microsoft Office Suite beginning concepts of the Microsoft Windows operating system. This class may be taken repeatedly until all desired modules and certifications have been completed. The course is designed to help students acquire the necessary information and on-line skills to become proficient in the full Microsoft Office and capable of passing the MOS certification exams, which includes Windows, Word, Excel, PowerPoint, Access, and Publisher.

### Grades 10 – 12

#### **601-C**

#### **Digital Literacy**

**FY 2x/cycle– 2.0 credits**

Digital Literacy is the ideal starting point for anyone interested in learning computer and Internet basics. The program gives individuals sufficient Internet and computing literacy skills to enter current job markets or begin higher education

programs. Digital Literacy provides the opportunity to learn and demonstrate computing fundamentals, key applications expertise and “living online” literacy based on the worldwide industry standard, IC3. This course can be taken multiple times until “certification” program is completed.

**611-C** **Principles of Business** **SEM 6x/cycle – 2.5 credits**  
**(Foundations Course for all Business Pathways)**

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 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.

**612-C** **Principles of Marketing I** **SEM 6x/cycle – 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.

**613-C** **Principles of Marketing II** **SEM 6x/cycle – 2.5 credits**

The Principles of Marketing II class is designed to continue the introduction of the student to the role of marketing in the organization. Major emphasis is placed on developing a deeper understanding of 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 will be further explored and presented through lecture and case studies. Topics will be reinforced through active participation in DECA activities and competitions, job-shadowing program, and other marketing-related events. Students will also be actively involved in the operation of the SHS School Store.

Prerequisite: Principles of Marketing I (612-C)

**614-C** **Personal & Business Finance** **SEM 6x/cycle – 2.5 credits**  
**(Counts as ½ year math credit)**

This course provides students with an introduction to financial literacy through the discussion of saving and investing cash and other assets. Topics include budgeting, savings and financial institutions, credit cards, auto and personal loans, stocks and the stock market, insurance, and other key aspects of financial strength for personal and business accounts.

**615-C** **Accounting I \*\*** **SEM 6x/cycle – 2.5 credits**  
**(Counts as ½ year math credit)**

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 (611-C) or Entrepreneurship (617-C)

**Grades 11 and 12**

**616-C** **College & Career Planning** **SEM 3x/cycle – 1.25 credits**  
**(Counts towards IT requirement)**

Students will explore various careers, complete career inventories, and work on-line completing their applications and essays for college, post-secondary training, work or military opportunities. Topics will be reinforced through active participation in college site visits, attendance at in-school college visits, job-shadowing program and other career-related events.

**617-C** **Entrepreneurship I\*** **FY 6x/cycle – 5 credits**  
This skills-based course gives students a solid grasp of how to prepare for work and life through career planning and problem solving through the eyes of an employer. How to start a small business is explored, as well as the expectation of employers in the areas of resume writing, interviewing, organizational skills, ethics, and climbing the career ladder. Topics will be reinforced through active participation in DECA competitions, job-shadowing program, and other entrepreneurship-related events. In semester 2, students will put together a business plan for a small business.

**618-C** **Accounting II \*\*** **SEM 6x/cycle – 2.5 credits**  
*(Counts as ½ year math credit)*  
In this course, students will continue to study the basic accounting principles. Students will develop an understanding of the methods used to develop financial records for a business enterprise, with emphasis on the partnership, by recording and preparing statements concerning assets, liabilities, and the operating results of a business. Textbook and workbook learning will be supplemented with an accounting software package; Microsoft WORD; and Microsoft EXCEL. Topics will be reinforced through active participation in DECA competitions, job-shadowing program, and other accounting-related events.

Prerequisite: Accounting I (615-C)

**619-C** **Accounting III \*\*** **SEM 6x/cycle – 2.5 credits**  
*(Counts as ½ year math credit)*  
In this advanced course, students continue the study with Advanced Accounting techniques, with emphasis on the corporation. 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: Accounting II (618-C)

**620-C** **Business Finance** **SEM 6x/cycle – 2.5 credits**  
*(Counts as ½ year math credit)*  
This course provides for the planning and management of business assets over both short-term and long-term periods. Topics include budgeting, cash management, banking, investments and financial institutions, credit and other borrowings, asset management, risk management, and taxes. Topics will be reinforced through active participation in DECA competitions, job-shadowing program, and other finance-related events. In addition, students will participate in local and national, stock market and investment competitions.

**299-C** **College & Career Mathematics** **FY 6x/cycle – 5 credits**  
*(Math department offering, Counts as full year math credit)*  
This course is designed to help students develop the core mathematics skills expected in the 21<sup>st</sup> 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

**621-C** **Sports & Entertainment Marketing** **SEM 6x/cycle – 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 I (612-C) and/or Director of Business approval.

**623-C** **Fashion Marketing I** **SEM 6x/cycle – 2.5 credits**  
This course is intended for students interested in a career in fashion marketing and design in order to expose them to the world of fashion. Students will be introduced to the tools and vocabulary of fashion; color coordination, display, and fashion show procedures. Students will also study merchandising techniques, fashion trends, fashion promotion, and develop the technical and interpersonal skills necessary for fashion merchandising. To complement classroom instruction, students taking fashion marketing will also be eligible to participate in the Business Seminar activities and in DECA marketing and leadership activities.

Pre-requisite: Principles of Marketing I (612-C) and/or Director of Business approval.

**624-C Fashion Marketing II SEM 6x/cycle – 2.5 credits**  
Students will continue their introduction to fashion building on their Fashion Marketing I experience. Students will also study merchandising techniques, fashion trends, fashion promotion, and develop the technical and interpersonal skills necessary for fashion merchandising. To complement classroom instruction, students taking Fashion Marketing will also be eligible to participate in the Business Seminar projects and in DECA marketing and leadership activities.

Pre-requisite: Fashion Marketing I (623-C).

**697-C Work Study - Business & Technology FY 12x/cycle – 10 credits**  
This course provides students with opportunities in which they apply their business, marketing, accounting and technology learning experiences to real-world business projects and Internships. Open only to students in grade 12 who have completed multiple Pathway courses. Work assignments will be external. All students participating in external internships are responsible for their own transportation. The course will meet the last two periods each day.

Pre-requisite: Director of Business approval.

**625-C Career Seminar - Business & Technology FY 6x/cycle – 5 credits**  
This is an intensive multi-disciplined course in which students will apply their business, marketing, accounting and technology learning experiences to pursue advanced career-oriented training through personalized coursework and/or real-world business projects and Internships. Open only to students in grade 12 who have completed multiple Pathway courses. Internships, if elected, will be internal.

Pre-requisite: Director of Business approval.

## Technology Pathway

The following Technology courses may be taken as electives or to fulfill Career Pathway requirements. All students must meet the pre-requisites necessary to take the course. All technology courses count towards I.T. course requirements. Other alternative departmental credit options are noted.

### Grade 10

**641-C Info-Technology Concepts I SEM 6x/cycle – 2.5 credits**  
*(Foundations Course for Technology Pathways)*

This course will provide students with an essential background to study home and business computer systems. Students will study new and emerging technologies, software applications, and designing computer systems while building technical skills and academic foundations for the future study of information technology. Communication skills, problem solving, research, and critical thinking are also reinforced.

**642-C Info-Technology Concepts II SEM 6x/cycle – 2.5 credits**  
The Info-Technology Concepts II course is a continuation of the fundamentals taught in Part I. The emphasis is on building skills for a career in information technology, computer programming, networking, or interactive media. Students will concentrate on the critical role of software applications and operating systems in the business environment while enhancing technical skills, academic foundations, communication, teamwork, and ethics. Communication skills, problem solving, research, and critical thinking are also reinforced.

Pre-requisite: Info-Technology Concepts I (641-C) or department approval

### Grades 11 and 12

**643-C HTML I \*\* SEM 6x/cycle – 2.5 credits**  
This course will introduce the concept of computer language, programming skills in HTML language (Hyper Text Markup Language). This is the language that allows you 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.

**644-C HTML II / DreamWeaver \*\* SEM 6x/cycle – 2.5 credits**  
This is an intermediate course focusing on advanced HTML topics, as well as DreamWeaver.

Pre-requisite: HTML I (643-C)

**645-C** **Graphic Design I** **SEM 6x/cycle – 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.

**646-C** **Graphic Design II** **SEM 6x/cycle – 2.5 credits**  
This course builds on Graphic Design I and continues to introduce the student to the principles of successful business graphic design. Design elements and principles continue to be examined and their application explored through research of real-world examples and hands-on creative project assignments. Business applications covered include business presentations and business forms as well as web site layout and graphic design. Effective use of color, symbols, composition and scale is stressed. More advanced design skills utilizing business-oriented, computer programs, such as PowerPoint and Publisher, are developed through project assignments.

Pre-requisite: Graphic Design I (645-C)

**647-C** **A+ Certification (Hardware)\*\*** **FY 6x/cycle – 5 credits**  
This course is designed to teach the fundamentals associated with common operating systems and the PC hardware these operating systems control. In this course, you will gain hands-on experience with PC hardware and also learn about peripheral devices like modems and printers. As a part of this course, students will learn to install and troubleshoot common operating systems as well. 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, preventative maintenance and basic networking.

Pre-requisite: Department/Instructor Approval

**648-C** **A+ Certification (Software) + Networking \*\*** **FY 6x/cycle – 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. In this course, you will gain hands-on experience with network-related hardware and software. In addition, students will explore security systems and the safeguarding of a business network. As a part of this course, students will learn to install and troubleshoot networks as well as develop the requisite secure environment. 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.

Pre-requisite: Department/Instructor Approval

**654-C/655-C** **Help Desk** **SEM 3x/cycle – 1.25 credits/SEM 6x/cycle – 2.50 credits**  
This course is designed to provide who have completed the A+ Certification course 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. Students will have the opportunity to install, troubleshoot, and repair the wide variety of technology equipment present in the high school. Enrollment in this course requires satisfactory completion of A+ Certification.

Pre-requisite: Department Approval

**649-C** **Computer Assisted Design I** **SEM 6x/cycle – 2.5 credits**  
This course introduces the student to the principles of computer-assisted drawing and design in two and three dimensions (3D). Design elements and principles will be examined and their application explored through research of real-world examples and hands-on creative project assignments. Design projects will include architectural, engineering and visual media applications.

Pre-requisite: Graphic Design I (645-C) or Department/Instructor Approval

**650-C** **Computer Assisted Design II (Offered 2011-20112)** **SEM 6x/cycle – 2.5 credits**  
This course builds on the concepts and skills developed in CAD I and helps the student improve their drawing skills using a variety of software tools. Students will gain hands-on experience through the design, drawing and scale model construction of mechanical devices, home and office interiors, buildings, bridges, furniture, skateboards and numerous other items. Students will have the opportunity to select project assignments in areas of personal interest and build an individualized portfolio using ArchiCAD, A+CAD, Sketchup Pro, Solidworks and other available software tools.

Pre-requisite: CAD I (649-C) or Director of Business/Instructor Approval

## Media

The following Media courses may be taken as electives or to fulfill Career Pathway requirements in Technology. All students must meet the pre-requisites necessary to take the course. **All media department courses count towards I.T. course requirements.** Other alternative departmental credit options are noted.

### Grades 9-12

**155-C** **Journalism** **FY 3x/cycle – 2.5 credits**  
(Counts as English credit)

See English Department listings for course description. (This course is offered through the English department for English credit. **However, only seniors may use this course to fulfill one of the required grade 12 semester courses in English,** and students enrolled in the Media/Communications Technology Career Pathway can earn college credit for this course.)

**771-C** **Computer Music** **SEM 3x/cycle – 1.25 credits**  
(Counts as Fine Arts credit or Information Technology credit)

See Fine Arts Department listings for course description.

### Grades 10-12

**651- C** **Video Production I (Basic)** **SEM 6x/cycle – 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.

**661-C** **Stoughton Yearbook Production** **FY 6x/cycle – 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 yearbook. The course will be divided into three sections: Getting Started (organization, ethics, deadlines), Mastering the Skills (developing content, writing stories, design, learning photojournalism), and Marketing the Product (marketing, selling and designing ads).

Eligibility: Open to 10th, 11th, and 12th grade students with permission of the Yearbook Advisor.

### Grades 11-12

**652-C** **Video Production II** **SEM 6x/cycle – 2.5 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. Due to the changing content of the course, it may be taken both semesters. Eligibility: Open only to students in grades 11 and 12.

Pre-requisite: Video Production I (651-C) Director of Business approval required.

**653-C** **Video Production III** **FY 6x/cycle – 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 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. Eligibility: Open only to students in grades 11 and 12.

Pre-requisite: Video Production II (652-C) and Director of Business approval required.

## 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.

A teacher recommendation is needed for Photo 1, Photography Portfolio, Band, Chorus, Music Theory, and Jazz Lab. Art I, Art II, and Computer Music I, Computer Music II, are sequential courses. A passing grade at level one is needed to

enroll in Art II and Computer Music II. Guitar 1 and Keyboard I are designed for students with no prior experience. Guitar II and Keyboard II are designed for students who have prior experience in playing keyboard or guitar. You do not need to take Guitar/Keyboard I if you have playing experience. Teacher approval for level II is required.

## **Art**

### **Grade 9**

#### **711-C**

#### **Art I**

**FY 6x/cycle – 5 credits**

Art I is a basic course offering students the opportunity to express themselves creatively in all media, thus providing a richer knowledge of the basic tools needed in various phases of art expression. The course offers the beginner a sound foundation for further study.

#### **712-C**

#### **Fine Craft Exploration**

**SEM 6x/cycle – 2.5 credits**

This course will meet every day for one semester. The focus will be on three-dimensional craft forms using a variety of materials. Materials will range from metal sheets to paper sheets. Projects may include book making/binding, wooden sculptures, batik and mosaics.

#### **722-C**

#### **Intro to Digital Photography**

**SEM 6x/cycle – 2.5 credits**

This course is offered for students who would like gain more creative control in their photography. The curriculum covered will include the use and functions of a basic digital camera, downloading and storing images, as well as basic digital editing and manipulation techniques. The course will also include regular discussions of imagery in the form of student run critiques. SHS has a limited supply of cameras for students to check out and use. You do not need to own a camera to take this course.

### **Grade 10**

#### **723-C**

#### **Photo I**

**FY 6x/cycle – 5 credits**

Photo I is for those students wishing to use photography as a means of personal expression, while expanding on the skill base they developed in Introduction to Digital Photography. The curriculum covered will include the history of photography, student run critiques, and advanced digital editing and manipulation techniques. The school has a very limited supply of cameras for student use. At this level of interest, students are strongly encouraged (but not required) to supply their own digital camera. Consult the instructor before making a purchase. Expect projects in this course to be more concept driven. Assignments may include photo essays, a group project to create a graphic novel using photography and image manipulation, self portraits, projects to reinforce understanding of shutter speeds and apertures, as well as contests.

Pre-requisite: A teacher recommendation from Introduction to Digital Photography (722-C)

#### **721-C**

#### **Art II**

**FY 6x/cycle – 5 credits**

Art II is for those who wish to develop and further their creative expression in art. It is a continuation of the previous course with problems applied to a more advanced type of drawing, painting, and design.

Pre-requisite: Art I (711-C) or a teacher recommendation from Fine Craft Exploration (712-C).

### **Grade 11**

#### **713-C**

#### **Advanced Art**

**FY 6x/cycle – 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.

Pre-requisite: Art II (712-C) or a teacher recommendation from Art I (711-C).

#### **714-C**

#### **Portfolio**

**FY 6x/cycle – 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.

**715-C** **Photography Portfolio** **SEM 6x/cycle – 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. In this course students will work with the instructor to create self-directed assignments geared toward building a cohesive portfolio of images. Students will journal their efforts and create an artist's statement as part of their portfolio. The experience will culminate in student exhibitions of their imagery. Students must have their own Digital SLR or teacher approved camera for this course.

Pre-requisite: Intro to Digital Photography *and* teacher recommendation are required

## Music

**751-C/H or 7515-C/H** **Band C/H** **FY 6x/cycle 5 credits or FY 5X/cycle – 4 credits**  
**(Honors or College credit)**

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.

Membership in the band program requires that all students participate in the basic aspects of the program: Concert Band and Parade Band. Students of the band are expected to participate in the Winter and Spring Concerts, Class Night and Graduation exercises, and to march with the band in the Veterans Day, Holiday, and Memorial Day Parades. The Band Director or Fine Arts Director may make exceptions. In addition, students in the 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 and several marching band festivals);
2. Participation in the Jazz Band (open to students through a competitive audition process); or
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.

**761-C/H or 7615 C/H** **Chorus C/H** **FY 6x/cycle 5 credits or FY 5X/cycle – 4 credits**  
**(Honors or College credit)**

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. In addition, students in the chorus will have the opportunity to earn honors credit by fulfilling one of three additional voluntary options:

1. Participation in the Jazz Choir (open to students through a competitive audition process); or
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.
3. Participating in a Southeast Massachusetts District or SEMSBA chorus audition.

**771-C** **Computer Music** **SEM 3x/cycle –1.25 credits**

The techniques of Electronic-Computer Music song writing through Synthesizers, MIDI technology, and Computers will be offered in this course in a "hands-on" environment. Emphasis will be on student composition and production. A previous instrumental background is not necessary to produce professional sounding recordings.

**772-C** **Music in America** **SEM 3x/cycle –1.25 credits**

The Music in America course is designed to provide an education in the history of American music, including jazz, rock, rap, pop, and hip-hop music. As time permits, additional topics such as the modern music industry and careers in the music industry may be explored. Analyses of recordings and videos, handouts, assignments, tests, and quizzes will be a major part of the course.

**773-C** **Music Theory** **SEM 6x/cycle – 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. Students will be assessed based upon a portfolio of musical compositions.

**774-C Musical Theater SEM 3x/cycle – 2.5 credits**

This class is designed for students with a serious interest in musical theater. The curriculum will explore the history of this theatrical genre; study a number of monumental works (including such shows as West Side Story, Show Boat, and Ragtime); give students experience in all aspects of musical theater production (acting, singing, dancing, choreographing, directing, and sound/light/set construction and production. Students should have the desire to sing, act, and dance in front of their peers.

**775-C Jazz Lab SEM 6x/cycle – 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.

Pre-requisite: Open to members of the music department or with instructor's approval.

**770-C Computer Music 2 SEM 3x/cycle –1.25 credits**

This course is a continuation of the study of musical sequencing and composition from the Computer Music 1 course. Students in this course will use more advanced techniques and software to create their compositions and recordings.

Pre-requisite: Computer Music 1

**776-C Guitar I SEM 1 2x/cycle – 1 credit**

The guitar I course is designed for students with very little to no experience playing the guitar. It is designed to provide an education in the history of guitar, and of the different genres in which the guitar has played an important role through its history. Students will also receive instruction in playing the guitar, including the basic fundamentals of playing/reading TAB notation, and playing/understanding chord progressions. SHS has guitars available for classroom use.

**777-C Guitar II SEM 2 2x/cycle – 1 credit**

This course is designed for students with prior experience playing the guitar and with a serious interest in expanding their knowledge of the history of the instrument, and of its versatile uses. Students will be expected to participate in playing music of all genres, especially those in which they are less experienced. SHS has guitars available for classroom use.

Pre-requisite: Guitar I or teacher recommendation is required

**778-C Keyboard I SEM 3x/cycle – 2.5 credits**

The Keyboard I course is designed for students with little to no experience with playing keyboard. Students will learn to read music through exercising the fundamental technical skills of piano playing. Students will learn to play pieces of a variety of musical genres. The course will also provide an education in the history of the keyboard and of keyboard music.

**779-C Keyboard II SEM 3x/cycle – 2.5 credits**

The Keyboard II course is designed for students with prior experience in playing keyboard. This course will provide students an education in music history and the role the keyboard has played in that history; study of important and monumental composers of piano music; analysis of important pieces in the piano literature. Students will play a variety of music from the piano literature including, but not limited to, music of the classical, jazz, and musical theater literatures.

Pre-requisite: Keyboard I or teacher recommendation is required

## Physical Education/Health

Physical Education/Health shall be offered as a subject for all students in the public schools for the purpose of promoting the physical well being of such students. Stoughton High School requires students to pass six credits of Physical Education/Health. The Physical Education and Health Department is transitioning into a wellness model beginning with the class of 2013. This transition will allow for Physical Education and Health electives to be taken during the transition period for **grades 11 & 12.**

**809-C** **9<sup>th</sup> Grade Health and Physical Education** **FY 3x/cycle – 2.5 credits**  
The Physical Education and Health program 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 skills necessary to be an active participant in many team, dual, individual, and lifetime activities. 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 and interpersonal relationships. Health related fitness and testing are emphasized throughout the program. Students must participate in proper athletic attire during the physical education portion of this class to successfully complete the program.

**810-C** **10<sup>th</sup> Grade Health and Physical Education** **FY 3x/cycle – 2.5 credits**  
The Physical Education and Health program 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 skills necessary to be an active participant in many team, dual, individual, and lifetime activities. 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 fitness and testing are emphasized throughout the program. Students must participate in proper athletic attire during the physical education portion of this class to successfully complete the program.

**811-C** **11<sup>th</sup> Grade Health and Physical Education** **SEM 2x/cycle – 1 credit**  
**(Beginning in the 2011-2012 school year with the class of 2013)**  
The Physical Education and Health program 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 skills necessary to be an active participant in lifetime activities. 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: disease prevention and control, safety and injury prevention, substance use/abuse prevention, violence prevention, consumer health and resource management, ecological health and community and public health. Health related fitness and testing are emphasized throughout the program. Students must participate in proper athletic attire during the physical education portion of this class to successfully complete the program.

## Electives

**823-C** **Strength and Conditioning** **SEM 2x/cycle – 1 credit**  
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.

**820-C** **CPR, First Aid & Treatment of Sport Injuries** **SEM 2x/cycle – 1 credit**  
This course is designed to train students in the American Heart Association's CPR and First Aid class. This course will qualify students to obtain an American Heart Association certification in Heartsaver AED training. In addition, the course will cover common sports-related injuries. Topics will include emergency care and recognition of injuries and illness, prevention of common sports-related injuries and the follow-up care for sports-related injuries.

**821-C** **Competitive Games** **SEM 2x/cycle – 1 credit**  
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. Students must participate in proper athletic attire to successfully complete the program.

**822-C** **Alternative Fitness** **SEM 2x/cycle – 1 credit**  
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, walking, Pilates and group-based fitness. Students must participate in proper athletic attire to successfully complete the program.

## Special Education

**911 (ED), 1028 (EOD)**

**Academic Lab**

**FY 6x/cycle – 5 credits or FY 3x/cycle – 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.

## Additional Offering

**917/918**

**Regular Education Academic Lab**

**SEM 3x/cycle – 1.25 credits/SEM 6x/cycle 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.

## Reduced Day Program for the Class of 2011

**Overview:** Members of the Class of 2011 will be considered for a “reduced day” option for their Senior Year. Students that are approved for this option will attend school for five periods of the day instead of seven for the duration of the 2010-2011 school year. Students will either come to school late at 9:30, missing A and B hours, or leave school at 12:28, missing F and G hours. Students enrolled in a lab science class may have a lab scheduled one block a cycle.

Students interested in the reduced day option must be approved by the high school administration to participate in the program. Final decisions will be made by June 30, 2010 after Term 4 report cards are issued.

In order to participate in the program, students must meet the following criteria and deadlines:

- Fill out a course selection sheet and fill it out for 25 credits (or 26 credits with a lab science). Students will not receive credits for the hours in which the students are out of the building.
- Complete the application available in the high school office
- Have a parent or guardian deliver the application and the new course selection form to the high school office by **February 12th**. Parents must sign the form and provide photo identification. Note: a parent signature is required even if you are 18 or will be 18 during your Senior year.
- Earn 90 credits by the end of the 2009-2010 school year and have a passing score on all three required MCAS tests - ELA, Math and Science.
- Be a student in “good standing” at the high school. Criteria for a student in good standing can be found in the high school handbook. Any student with a failing grade at midterms (end of semester 1) may be removed from the program. Excessive tardiness or disciplinary referrals will affect a student’s ability to be approved for or remain in the program.
- Provide documentation to the high school office that proves that the student is engaged in 10+ hours a week of work, community service, or in an extracurricular program. It is the responsibility of the student to produce this documentation – a student that fails to do so may be removed from the program. The following documentation will be accepted:
  - **For employment** - a copy of a pay stub every two weeks.
  - **For community service** - a signed note from a supervisor at the place of service indicating 10 hours of service every two weeks.
  - **For extracurricular participation** - a signed note from a coach or advisor at the beginning of a season. A student that participates in an extracurricular activity for only part of the year must meet options one or two for the rest of the school year.

Name \_\_\_\_\_

Class of \_\_\_\_\_

**Four Year Plan**

<b>Department</b>	<b>Grade 9 Class of 2014</b>	<b>Grade 10 Class of 2013</b>	<b>Grade 11 Class of 2012</b>	<b>Grade 12 Class of 2011</b>	<b>Total Credits Required</b>
<b>English</b>					20
<b>Math</b>					15
<b>Science</b>					15
<b>History</b>					15
<b>PE/Health</b>	6 credits	6 credits	5 credits	5 credits	
<b>World Lang./ Fine Arts</b>					1.25 – 5 (1 course)
<b>Information Technology</b>					1.25 – 5 (1 course)
<b>Elective(s)</b>					
<b>Elective(s)</b>					
<b>Elective(s)</b>					
<b>Elective(s)</b>					
	<b>115 to graduate</b>	<b>115 to graduate</b>	<b>115 to graduate</b>	<b>110 to graduate</b>	

# Stoughton High School

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
<b>7:25</b>	Students enter building from café and B 2 <sup>nd</sup> parking lot.					
7:35-8:24	<b>A</b>	<b>B</b>	<b>A</b>	<b>B</b>	<b>A</b>	<b>B</b>
8:28-9:21	<b>B</b>	<b>A</b>	<b>B</b>	<b>A</b>	<b>B</b>	<b>A</b>
9:25-10:14	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
10:18-11:07	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>11:11-11:34</b>	1st Lunch	<b>E</b>	<b>E</b>		E hr classes, and all lunches repeat everyday of the cycle.	Students eat the same lunch assigned to their teacher.
11:37-12:00	<b>E</b>	2nd Lunch	<b>E</b>			
12:03-12:26	<b>E</b>	<b>E</b>	3 <sup>rd</sup> Lunch			
12:30-1:19	<b>F</b>	<b>G</b>	<b>F</b>	<b>G</b>	<b>F</b>	<b>G</b>
1:23-2:12	<b>G</b>	<b>F</b>	<b>G</b>	<b>F</b>	<b>G</b>	<b>F</b>
2:30						

# Stoughton High School Administration

## Principal

Brett Dickens

## Assistant Principal

Paul Jacobs

## Assistant Principal

Mollie O'Connell

## Athletic Director

Ryan Donahue

## Director of Guidance

Barbara Regan

## School Committee

Anthony T. Bickerton

Thomas H. Colburn, Vice Chair

Eric D. Milgroom, Chair

Allan W. Mills

Erdem A. Ural, Ph.D.

## Superintendent of Schools

Dr. Marguerite Rizzi

## Assistant 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, Director	Ms. Regan	x1251
High School Nurse	Mrs. Dunderdale	x1248

### Directors & Extension

Career Pathways	Mrs. Rabouin	x1246
English	Mr. Limbey	x1261
Mathematics	Dr. Gorsuch	x1214
Media Center	Ms. Rossi	x1370
Natural Sciences	Ms. Sullivan	x1249
Physical Education	Mr. Kelley 781-344-7003	x7359
Social Studies	Mr. Gallivan	x1256
World Languages	Mr. Silva	x1264

Fine Arts	Mr. Kearns 781-344-7002	x6171
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### Stoughton Academy/Stoughton Evening School

Mr. McCormack	781-341-8701
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