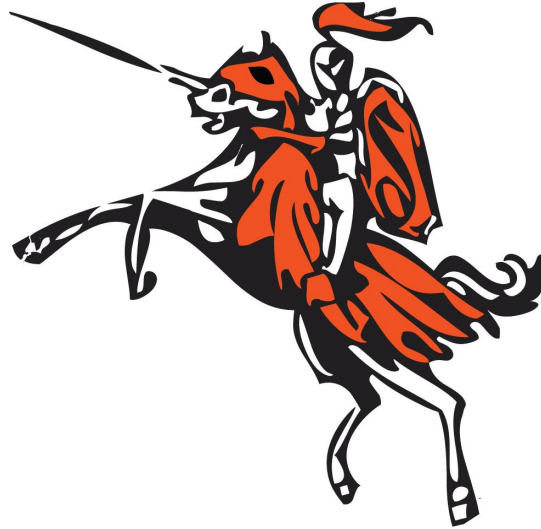


**Stoughton High School  
Program of Studies  
2018 - 2019**



**Administration**

**Juliette A. Miller  
Administrative Principal**

**Assistant Principal  
Michael R. O'Neil**

**Assistant Principal  
Alan J. Bontya**

**Dean of Discipline  
Derek A. Small**

**Athletic Director  
Ryan M. Donahue**

**Director of Guidance  
Christine Luzi**

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

# District Administration

## School Committee

Molly Cochran, Chair

Katie Pina-Enokian, Vice Chair

Sandra Groppi

Anita Hill

Joseph McDonough

## Superintendent of Schools

Dr. Marguerite C. Rizzi

## Deputy Superintendent for Curriculum and Instruction

Jonathan D. Ford

# Additional Information

## Notice of Nondiscriminatory Policy of Stoughton Public Schools

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

## Important School Phone Numbers

Superintendent's Office	781-344-4000	x1232
High School Office	781-344-7001	x1241
Guidance Office	781-344-7001	x1251

## Departmental Directors

Business & Career Technical Education	Ms. Kellogg	781-344-7001 x1214
English Language Arts	Ms. Loud	781-344-7001 x1404
Fine Arts	Mr. Mange	781-344-7002 x6171
Guidance	Ms. Luzi	781-344-7001 x1251
Mathematics	Ms. Kellogg	781-344-7001 x1214
Natural Sciences	Ms. Wiebe	781-344-7001 x4102
Physical Education	Mr. Donahue	781-344-7001 x1215
History & Social Sciences	Mr. Gallivan	781-344-7001 x1256
World Languages	Ms. Turnbull	781-344-7001 x4310

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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.

### **21st Century Expectations for Student Learning**

#### *Academic*

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

#### *Civic/Social*

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

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

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

### **NEASC Accreditation Statement**

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

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

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

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

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

## GENERAL INFORMATION

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

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

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

**Guidelines for selection and advancement in course levels:** Students are selected for advanced course levels based on the following criteria: teacher recommendation, standardized test scores, previous grades, administrative approval and writing samples wherever applicable. To earn Advanced Placement credit for any

course, students must take the Advanced Placement Examination. The Principal or her designee may consider any exceptions to the guidelines stated above.

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

### Course Selection Procedure

1. Students receive their course selection sheets.(8th grade students - ONLY). Grades 9 - 11 should use the Course Selection Planning sheet found in the back of the Program of Studies
2. The current teacher makes course recommendations for the next year (for leveled courses only).
3. Students and parents discuss program choices for the following year, review specific language in the Program of Studies, and review the student's report card.
4. Students and parents review the teacher recommendations, choose the courses using the Program of Studies, and make their selections on the sheet provided.
5. Grade 8 will complete a paper selection process at the Middle School. Grades 9 - 11 will complete on-line course registration during the month of March.
6. Students and parents will be provided with a list of courses the student has selected. This list should be checked for accuracy and returned to the school for corrections.
7. Parents and students should carefully review the student's schedule and address any errors during the summer with a Guidance Counselor.

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

### Course Changes

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

Course changes are made only according to the guidelines below:

- Extraordinary circumstances will be considered by the High School Principal. However, proposed changes will only be honored if approved and space/resources allow.
- Teachers and Department Directors may initiate changes due to placement. These changes will be considered in consultation with the student and family.
- Courses dropped within the first sixteen (16) school days of a semester do not appear on the transcript. Courses dropped after that period will remain on the transcript and have a WP (withdrawn passing) or WF (withdrawn failing).

## Stoughton High School Guidance Department

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

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

### Stoughton High School Graduation Requirements

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

	<b>Class of 2019</b>	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>
<b>English</b>	20 credits	20 credits	20 credits	20 credits
<b>Math</b>	20 credits**	20 credits**	20 credits**	20 credits**
<b>Science</b>	3 years of a lab science	3 years of a lab science	3 years of a lab science	3 years of a lab science
<b>Social Sciences</b>	17.5 credits *	17.5 credits *	17.5 credits *	17.5 credits *
<b>PE/Health</b>	1 course per year 7.5 credits 9 <sup>th</sup> & 10 <sup>th</sup> Health	1 course per year 7.5 credits 9 <sup>th</sup> & 10 <sup>th</sup> Health	1 course per year 7.5 credits 9 <sup>th</sup> & 10 <sup>th</sup> Health	1 course per year 7.5 credits 9 <sup>th</sup> & 10 <sup>th</sup> Health
<b>Fine Arts</b>	1 course Fine Arts	1 course Fine Arts	1 course Fine Arts	1 course Fine Arts
<b>World Language</b>	2 courses in the same World Language	2 courses in the same World Language	2 courses in the same World Language	2 courses in the same World Language
<b>Information Technology</b>	1 Information Technology Course	1 Information Technology Course	1 Information Technology Course	1 Information Technology Course
<b>Other</b>	Financial Literacy	Financial Literacy	Financial Literacy	Financial Literacy
<b>Minimum Total Credits</b>	<b>125</b>	<b>125</b>	<b>130</b>	<b>130</b>



*\* All students will need to pass three and one half years of History classes.*

*World History - for Freshmen (Full year, 5 credits)*

*United States History I - for Sophomores (Full year, 5 credits)*

*United States History II - for Juniors (Full year, 5 credits)*

*America Since 1980 - for Seniors (Half year, 2.5 credits)*

*\*\* All students will need to pass Algebra 1, Geometry and 5 credits of an Algebra 2 course.*

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

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

### Promotion Criteria

To be promoted to Grade 12	A student must earn <b>90</b> credits
To be promoted to Grade 11	A student must earn <b>60</b> credits
To be promoted to Grade 10	A student must earn <b>27.5</b> credits

### Guidelines for Course Choices

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

Elective subjects are courses that students choose after they have selected their graduation requirements. In other words, the entire Program of Studies is open for elective courses. Keep in mind the necessity of acquiring some useful basic skills. Upon graduation, students will not only have to read and write, but be able to recognize problems and organize methods for solving them. Students will be called upon to take a stand on issues and to defend their point of view. Useful skills such as these are gained from courses in a variety of subject areas. Electives help to broaden preparation for career interests. Many students have entered a career field after taking an “elective” subject. As an example, some former students have had their occupational goal

influenced by the high school courses in Journalism, Psychology, Music and Art. The Four Year Plan Worksheet, found on the last page, will be helpful to plan coursework.

## Higher Education & College Entrance Requirements

Colleges look for a student who has pursued a rigorous, college-preparatory program. The admissions requirements vary from college to college based on a variety of criteria, particularly based on their entrance difficulty. The college entrance levels are generally divided into four tiers: most difficult, very difficult, moderately difficult and minimally difficult. Students should utilize Naviance for information about college entrance requirements, as well as to compare their academic profile with those of previous Stoughton High School graduates for each college to which they will apply. Each student will be assigned to a Naviance account and may use the account all four years at Stoughton High School.

As a guide, students should be familiar with the Massachusetts State Colleges and UMass Minimum Admissions Requirements on the following two pages. Please note that while meeting these minimum admissions requirements, meeting them does not guarantee admission, as campus admissions officials consider a wide range of factors in their admissions decisions.

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

### MA State University System and UMASS Minimum Admissions Requirements

The minimum admissions standards for the state universities and undergraduate UMass campuses were established for several primary reasons: first, to emphasize the importance of successfully completing a rigorous academic course of study in high school (such as Mass Core); second, to ensure that students are well prepared to complete college courses and their degrees; and third, to increase consistency across the state universities and undergraduate UMass campuses.

Again, these standards are minimum requirements. Eligibility for admission is not an entitlement of admission for any applicant; as such, meeting the minimum standards does not guarantee admission, since admissions officers consider a wide range of factors when reviewing students' applications, and the state universities and UMass campuses can establish additional requirements. For information about any additional requirements, please contact the admissions office at the institution(s) to which you are interested in applying.

Note: these standards do not apply to the community colleges, which implement open admissions and enrollment policies.

#### **Freshman Applicants**

The admissions standards for freshmen applicants at Massachusetts public four year institutions have three primary components:

1. Successful completion of required academic courses in specific subjects.

2. A minimum average and weighted grade point average (GPA) earned in high school level academic courses.
3. The submission of SAT or ACT scores.

*Academic Course Requirement*

All freshman applicants are required to successfully complete the following courses in each academic subject. Currently, these applicants are required to have completed sixteen (16) courses; starting with students who enrolled during the fall of 2016, the number of required courses will increase to seventeen (17) given the required completion of four mathematics courses in high school.

<b>Requirements for college freshmen class entering . . .</b>	
<b>Subject</b>	<b>Fall 2017 and beyond</b>
<b>English</b>	4 courses
<b>Mathematics</b>	4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school
<b>Sciences</b>	3 courses (drawn from Natural Science and/or Physical Science and/or Technology/Engineering), including 3 courses with laboratory work
<b>Social Sciences</b>	2 courses (including 1 course in U.S. History)
<b>Foreign Languages</b>	2 courses (in a single language)*
<b>Electives</b>	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

*Note: comparable courses are defined as coursework that is equal to or beyond the content defined in the Massachusetts Curriculum Frameworks.*

*\*American Sign Language (ASL) is considered a Foreign Language.*

*Minimum Required Grade Point Average (GPA)*

The minimum average GPA for freshmen applicants, weighted for accelerated (Honors and Advanced Placement) courses, is 3.0 for both the state universities and the UMass undergraduate campuses.

The GPA is based on all courses completed and grades received for courses for which the student is currently enrolled (for example, mathematics courses in which the student is enrolled during the senior year of high school).

*SAT/ACT Score Requirements for applicants who do not meet the GPA requirement*

All freshman applicants who meet the minimum average GPA requirement of 3.0 and are within three years of their high school graduation must submit their SAT scores (for Critical Reading and Mathematics) or ACT scores.

For freshman applicants who do not meet the minimum GPA requirement, they must earn the following SAT or ACT scores in order to be eligible for admission.

*Required SAT or ACT scores for Freshman Applicants to UMass Undergraduate Campuses*

Weighted Average GPA	Combined SAT Score (Critical Reading and Mathematics)	ACT Score
2.51-2.99	1030	20
2.41-2.50	1070	21
2.31-2.40	1110	22
2.21-2.30	1140	23
2.11-2.20	1180	24
2.00-2.10	1220	25

*Required SAT or ACT scores for Freshman Applicants to State Universities*

Weighted Average GPA	Combined SAT Score (Critical Reading and Mathematics)	ACT Score
2.51-2.99	990	19
2.41-2.50	1030	20
2.31-2.40	1070	21
2.21-2.30	1110	22
2.11-2.20	1140	23
2.00-2.10	1180	24

## Course Levels at Stoughton High School

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

### **Advanced Placement (AP)**

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

### **Quincy College (QC)**

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

### **Honors (H)**

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

### **College (C)**

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

### **Unleveled (U)**

These courses are for students who may need additional support or reinforcement in any one of the content areas or in their overall academics. They are taken in addition to college level courses in the content areas in which a student needs support. Students are recommended for these courses based on course performance, state assessment results, individualized educational plans, building based support team recommendations, English proficiency, and/or prior academic history. Students earn credits for these classes. However, these courses do not count towards content area graduation requirements nor do they impact a student's GPA.

## To Prospective Advanced Placement Students

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

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

### Independent Study

A student may enrich his/her educational program by designing a sound proposal and enlisting the interest and support of a faculty member who will act as the student's mentor and evaluator. To be accepted into such a program, the student must have good academic credentials and be a self-motivated learner. To apply, the student must submit a written proposal to the faculty member describing the project, time involvement expected, method of research to be utilized, anticipated outcomes, and expected course credit. Expected course credit should be based on 25 hours of work per credit. The proposal will be reviewed by the department director and guidance counselor, before being submitted to the principal for approval. The final project, and the corresponding work log, must be presented to the supervising teacher who will assign a grade. The teacher and director will verify program hours and the credit value assigned to the project. The principal must give final approval. Independent Study courses will not count towards a student's class rank or GPA.

### Dual Enrollment Program

Stoughton High School is proud to offer a number of exciting Dual Enrollment courses in partnership with Quincy College during the regular school day. Each course will count towards Stoughton High School graduation requirements as well as earning 3 college credits per course (Chemistry labs earn an additional credit). Students must pay a yearly application fee, fill out a Quincy College course registration form and pay a fee per credit hour for each course. These courses expose high school students to the college classroom, offering valuable college experience during their high school career.

In addition, to Quincy College, student may participate in the dual enrollment at Bridgewater State University. A student who participates in this program are able to attend BSU, as a full time student, taking classes the fulfill the SHS graduation requirements. These student receive SHS credit for the course work from BSU. This option is offered on a case by case basis and to a highly motivated student. BSU courses are not included in GPA calculation.

## Marking System

Students are evaluated with a report card four times during the year. Written mid-term progress reports are distributed to students to bring home at the halfway point of each term. Parents and guardians who have signed up for the Parent Portal have regular access to this information as well as missing homework assignments, individual assignment grades, and attendance. The form to request Parent Portal account can be located on the school website and also in the Main Office. Independent Study courses, courses taken outside of SHS, SHS Summer School courses, or any other high school summer school courses, will not count towards a student's class rank or GPA.

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

A+	97% - 100%	B-	80% - 82%	D+	67% - 69%
A	94% - 96%	C+	77% - 79%	D	63% - 66%
A-	90% - 93%	C	73% - 76%	D-	60% - 62%
B+	87% - 89%	C-	70% - 72%	F	Below 60%
B	83% - 86%				

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

(Based on Massachusetts State College Formula)

Grade	Advanced Placement	Quincy College	Honors	College
A+	5.3	5.0	4.8	4.3
A	5.0	4.7	4.5	4.0
A-	4.7	4.4	4.2	3.7
B+	4.3	4.0	3.8	3.3
B	4.0	3.7	3.5	3.0
B-	3.7	3.4	3.2	2.7
C+	3.3	3.0	2.8	2.3
C	3.0	2.7	2.5	2.0
C-	2.7	2.4	2.2	1.7
D+	2.3	2.0	1.8	1.3
D	2.0	1.7	1.5	1.0
D-	1.7	1.4	1.2	0.7
F	0	0	0	0

### Honor Roll

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

**Honors** consist of a term grade report containing nothing lower than a “B-” in all subject areas.

### Semester and Final Exams

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

**Full-Year Courses**

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

**Semester Courses**

Each marking term	40%
Final Exam	20%



## **BUSINESS AND CAREER TECHNICAL EDUCATION**

The Business and Career Technical Education courses at Stoughton High School are designed to meet the needs of and to challenge the intellectual interests of students with a wide range of abilities and vocational aims and are aligned with Massachusetts and National Standards, Common Core and ISTE Standards. They are designed to expose and prepare our students for the real world demands and challenges of the 21<sup>st</sup> century. These courses provide a foundation through advanced skills in Business, Communications and Information Technology, and Financial Literacy which support students' academic success at Stoughton High School. In addition, they prepare students for the 21<sup>st</sup> century workplace as well as post-secondary education.

The business courses are connected to our award winning DECA club. DECA is an International Business Club that provides opportunities for students to compete at a District, State and National level. The television and video courses are aligned to and augment the local public access channel. These courses are designed to develop and advance both their technical and presentation skills. The technology courses establish an overview and understanding of our ever changing and wired world, with web design and A+ certification.

### **Business**

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

This course is designed to provide students with a practical working knowledge of the organization of business enterprises and the principles and procedures that are essential to their success. It is designed specifically for all students who plan to work in business, for those who wish to be employed in management positions, and for those who plan to go on to postsecondary education and pursue a business management career. Topics of study include economics, business organizations, leadership, and marketing. Students will develop a business plan. Upon completion of the course, students will have an understanding of how businesses are organized, and how they operate locally, nationally, and globally in today's technology-driven world marketplace.

*Prerequisite: None*

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

The Principles of Marketing class is designed to introduce the student to the role of marketing in the organization. Major emphasis is placed on the concept of marketing strategy as a comprehensive, integrated plan designed to meet the needs of the consumer and thus facilitate exchange. Techniques and practices utilized by marketers in the areas of research, product planning, pricing, distribution, and promotion are presented through lecture and case studies. Students will develop a marketing plan. This course allows students to further develop their knowledge of business concepts learned in Principles of Business.

*Prerequisite: Principles of Business (6113-C) or Teacher Recommendation*

#### **6153-C Accounting 2.5 credits**

In this course, students will study the basic accounting principles, become familiar with common accounting terminology, and learn the complete accounting cycle. Students will develop an understanding of the methods used to develop financial records for a business enterprise, with emphasis on the sole proprietorship, by recording and preparing statements concerning assets, liabilities, and the operating results of a business.

Students will learn how to plan, record, analyze, interpret, and forecast the finances of businesses. Students will learn and utilize resources such as the QuickBooks accounting software package; the Microsoft WORD program; and the Microsoft EXCEL program. *Prerequisite: Principles of Business (6113-C) or Teacher Recommendation*

**6133-H Leadership and Career Development 5 credits**

Our DECA comprehensive learning program prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, business management and administration. Students will be required to become members of DECA and compete at the Massachusetts District Level locally. Students will practice key leadership skills such as goal setting, consensus building and project management. DECA activities provide authentic, experiential learning methods to prepare students for college and career development. DECA members put their knowledge into action through rigorous project-based activities that require creative solutions with practical outcomes. Leadership roles are encouraged through community engagement, community service, business partnerships and fundraising. Fees for DECA Membership and District Competition are \$80.00. Students needing financial support for DECA should see the course instructor. *Prerequisite: Principles of Business or Principles of Marketing AND previous participation in a DECA competition at the District level or Teacher Recommendation*

**63223-C Financial Literacy 1.25 credits**

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

## Communications

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

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

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

This is an introductory course in TV production techniques. A variety of assignments will be used to introduce students to directing, camera work, audio production, scriptwriting, nonlinear editing, storyboarding, show development, and studio production. Broadcast ethics and new digital media technology will be discussed.

*Prerequisite: None*

**63633-C Graphic Design 2.5 credits**

This course introduces the student to the basic principles of successful business graphic design. Design elements and principles are examined and their application explored through research of real-world industry examples and hands-on creative project assignments. Business applications covered include business stationery, brochures, flyers, and cards, meeting materials, advertisements and presentations. Effective use of

color, symbols, composition and scale is stressed. *Prerequisite: Introduction to Media (62223-C) or Teacher Recommendation*

**6633-C**                      **Video Production II**                      **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. *Prerequisite: Video Production I (6623-C) or Teacher Recommendation*

**6533-C**                      **Video Production III**                      **5 credits**  
This is an intensive course in video production for the advanced student. Topics will include program design, development, project management, production scheduling, coordination with the local cable company, and on-air appearances, as planned. The class will be responsible for overall program management of the weekly production of programming for the Stoughton cable channel. *Prerequisite: Video Production I (6623-C) AND Video Production II (66333-C) or Teacher Recommendation*

**6613-C**                      **Stoughton Yearbook Production**                      **5 credits**  
Students help produce the yearbook in a timely, organized fashion while learning about the production and marketing of a publication. The course will include lessons in business organization, ethics, meeting deadlines and copyright. Students will master skills in developing content, story writing, graphic design and photojournalism/digital photography. Although there are no prerequisites Graphic Design, Photo, Video Production and/or Journalism provide useful foundational skills for this course. Students must be in 11th or 12th grade in order to take this course. *Prerequisite: Teacher Recommendation*

## Information Technology

**6913-C**                      **Digital Foundations**                      **1.25 credits**  
This course is designed to foster essential skills that will guide students in their use of technology and prepare them for post-secondary education and a career. Students will build a foundation of personal and professional skills which they can apply throughout their high school years. Students will develop communication skills through the use of school email and Google Docs. Students will develop their knowledge of Microsoft Office (Word, PowerPoint and Excel) as well as their public speaking skills. In addition, students will begin to create and develop a digital portfolio, as a means for communicating strengths and accomplishments, which can later be used in support of application to college and/or for employment opportunities. Students will engage in digital citizenship activities that will reinforce digital ethics, effective social media use and email etiquette. *This course is everyday for one term.*

**63303-C**                      **Microsoft Office**                      **2.5 credits**  
Microsoft Office provides students with knowledge beyond the fundamentals of Microsoft Word, PowerPoint and Excel. Microsoft Word includes the proper formatting of letters, multi-page documents, and proper formatting of research papers including proper referencing of resources. Microsoft PowerPoint includes planning effective presentations, utilizing animation and transitions as well as proper presentation skills. Microsoft Excel includes more advanced formulas and functions as well as charting. The tools gained in

Microsoft Office will greatly benefit students in their study at Stoughton High School and beyond.  
*Prerequisite: Digital Foundations*

**6473-C**                      **A+ Certification (Hardware)**                      **5 credits**  
This course is designed to teach the fundamentals of common operating systems and the PC hardware that they control. Students will gain hands-on experience with PC hardware and peripheral devices like modems and printers. Students will also learn to install and troubleshoot common operating systems. Earning the A+ certification proves that you have a broad knowledge base and competency in core hardware and operating system technologies including installation, configuration, diagnosing, maintenance and basic networking.  
*Prerequisite: none*

**6483-C**                      **A+ Certification (Software) + Networking**                      **5 credits**  
This course is designed to teach the fundamentals associated with the design, development, installation and maintenance of networks and the related systems and the hardware. Students will explore security systems and the safeguarding of a business network. Earning the Network+ certification proves that you have a broad knowledge base and competency in network systems and the related technologies including installation, configuration, diagnosing, preventative maintenance and basic networking. *Prerequisite: A+ Certification (Hardware) (6473-C)*

**6373-C**                      **Web Programming I**                      **2.5 credits**  
This course will introduce the concept of programming for the web using a variety of languages and software, such as HTML language (Hyper Text Markup Language). This course begins preparing students to communicate with the world through the Internet (World Wide Web). An emphasis will be placed on the history of computer languages and technology for the future. *Prerequisite: None*

**6383-C**                      **Web Programming II**                      **2.5 credits**  
This is an intermediate course continuing to focus on advanced HTML topics, as well as DreamWeaver.  
*Prerequisite: Web Programming I (6373-C)*

**6513-C**                      **Internship - Help Desk**                      **5 credits**  
This course is designed to provide students who have completed the A+ Certification courses with the opportunity to apply the skills and knowledge learned in a live environment. Students will work side by side with the district technology staff to respond to requests for technology support from SHS users.  
*Prerequisite: A+ Certification courses (6473-C) and (6483-C) and Director of Business approval*

## **ENGLISH LANGUAGE ARTS**

The English courses at Stoughton High School aim to meet the language needs and challenge the intellectual interests of students having a wide range of abilities and vocational aims. In addition to providing students with a sequential body of knowledge encompassing British, American, and world literature, these courses also help students develop appropriate reading and critical thinking skills and effective study techniques. Our courses afford students a progressive experience in the skills of oral and written expression. Vocabulary development is an important component of each course. Composition skills receive the major emphasis; all students will write frequently, doing both creative and expository writing, with special stress placed on

analytical writing supported by textual evidence. A student must pass English to proceed to the next grade level in English. If a student fails a college level course, s/he will repeat the course at the same level. In order to be eligible for summer school the student must have passed two marking periods. Grade 12 English allows most students the opportunity to choose two single semester courses of interest. Ideally seniors will have one English course each semester their senior year. Any student who has had to repeat a year of English in grades 9-11 may double up on English their senior year (i.e.: a senior can take 11<sup>th</sup> and 12<sup>th</sup> grade English concurrently). **All English courses require summer reading work. Honors and AP courses have summer reading requirements that exceed those of all other ELA courses.** Students who are repeating 11th grade English while enrolled in senior English must complete the summer reading assignment for both 11th and 12th grade.

## Grade 9

**Over the summer all 9<sup>th</sup> graders must read and complete summer reading. Honors students have additional required reading.**

**1112-H English 9 H 5 credits**  
Students are invited into the honors program based on specific criteria: the grade 8 English teacher's recommendation, performance on a writing sample, achievement in English in grades 7 and 8, as well as achievement on standardized tests. Students in this course must have already achieved reading and writing skills beyond those of the average ninth grade, college-bound student. Students will explore drama, poetry, fiction and nonfiction. They will build skills in literary analysis through discussion and written expression. Students will focus on synthesizing multiple sources, connecting the course texts with the world around them through photography, music, painting, drama, etc. The expectations for both oral and written communication are rigorous. Only self-motivated students will be successful in the honors program. *Students must complete the 9H summer reading assignments prior to entering the course.*

**1113-C English 9 C 5 credits**  
This course includes emphasis on the development of skills in the areas of writing, reading comprehension, oral expression and analytical skills. Readings for the course will include a survey of all literary genres with emphasis on works by American writers. Composition work will focus on expository, analytical and argumentative essays. *Students must complete the summer reading assignment prior to entering the course.*

**1144-U English Instructional Lab I 2.5 credits**  
English Instructional Lab supports the development of students' writing and reading skills to help them do better in all of their classes, especially English. The teacher will act as a facilitator to assist students with the development of their skills, effective test preparation, and with appropriate techniques for responding to reading comprehension questions and essay prompts. The teacher will also help students with all aspects of the writing process, from prewriting techniques to the final proofreading stages. Students are expected to work on assignment from their English class in this supportive environment. *9<sup>th</sup> and 10<sup>th</sup> grade students identified (by teacher and/or 8<sup>th</sup> grade ELA MCAS score) as needing extra support with written communication and reading comprehension must take this course. This class meets on 3 days out of the 8 day cycle.*

## Grade 10

**Over the summer all 10<sup>th</sup> graders must read and complete summer reading. Honors students have additional required reading.**

### **1212-H                      English 10 H    5 credits**

This course reviews the skills developed in English 9 Honors and develops additional skills in language, composition and literary analysis. Students are expected to do in-depth analysis of literature independently. The emphasis for composition is on finding and effectively using evidentiary support in their literary analysis. *Students must complete required summer reading prior to entering the course. College level students who want to enter the honors track are strongly encouraged to earn their 9th grade ELA teacher's recommendation.*

### **1213-C                      English 10 C    5 credits**

This course reviews the skills presented in English 9 College and develops additional skills in language, composition, and literature. Literature is grouped thematically, with a focus on British Literature. Emphasis in composition is on building each student's ability to find and use evidentiary support for arguments and analysis. Tenth grade students must complete the ELA MCAS test (a graduation requirement) in March of their sophomore year. *Students must complete required summer reading prior to entering the course.*

### **1144-U                      English Instructional Lab I    2.5 credits**

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

## Grade 11

**Over the summer all 11<sup>th</sup> graders must read and complete summer reading. Honors and AP students have additional required reading.**

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

This course is for juniors who wish to pursue a university course while still in high school. Its focus is on the study of language (rhetoric) and composition. While grades 9 and 10 Honors courses focus on the skills needed to access fictional literature, 11AP focuses on nonfiction texts. The AP teacher serves as discussion leader, questioner, critic, and scholar, while encouraging the members of the class to assume responsibility for their own learning. Outside of class, the teacher confers with students to assist them with their reading and revision of their writing. AP students are selected for this course by: their grades earned in previous English courses, achievement on standardized tests such as PSAT and ELA MCAS, a required writing sample, and the recommendation of their 10<sup>th</sup> grade English teacher. *Students must complete required summer reading prior to*



reading comprehension questions and essay prompts. The teacher will also help students with all aspects of the writing process, from prewriting techniques to the final proofreading stages. Students are expected to work on assignment from their English class in this supportive environment. *11<sup>th</sup> and 12<sup>th</sup> grade students identified (by teacher or 10<sup>th</sup> grade ELA MCAS score) as needing extra support with written communication and reading comprehension must take this course. This class meets on 3 days out of the 8 day cycle.*

## Grade 12

**Over the summer 12<sup>th</sup> graders must read and complete summer reading. Honors and AP students have additional required reading. All 12th grade English courses have a research component.**

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

The Advanced Placement course on Literature and Composition requires its students to actively approach literary texts from a multitude of genres and themes, and the course focuses on intensive reading – punctuated by annotation, writing, and reflection – and discussion. Critical evaluation and analysis will also be introduced through the inclusion of secondary texts and an obvious emphasis on thoughtful, cogent analysis - generally unified by a central area of sustained research and study. As a student of this course, you should not only be highly motivated and have an interest in critical literary analysis, but you should also expect a rigorous academic experience, one intended to parallel a college-level English class. *Students must complete required summer reading prior to entering the course. Taking the AP Exam (Literature and Composition) and signing the AP contract for this course are requirements. Please read “To Prospective AP Students,” (page 14) before selecting this course.*

### **1412-H                      English 12 H                      5 credits**

This course is a continuation of the honors program for students who have successfully completed English 11 Honors. Above average students who are not ready for AP will benefit from this course’s focus on buttressing analytical skills in oral and written expression. The course involves intensive work in composition, language, and literature with the literary focus on modern world writers. This course requires a research project that builds upon the research demands of 11<sup>th</sup> grade. *College level students who want to enter the honors track are strongly encouraged to earn their 11th grade ELA teacher’s recommendation.*

**ALL seniors who are NOT in Honors or AP must choose TWO single semester courses. Seniors may choose any of these courses as electives on top of the two they must take. Honors/AP student are welcome to take any of these courses as electives.**

### **1543-C                      Creative Writing                      2.5 credits**

This course explores and analyzes various types of creative written expression. The course is project based and requires much at-home and in-class writing; successful students need to be goal oriented and self-motivated. Students in Creative Writing will conference with their peers and teacher to improve their creative and analytical expression. The extent of the assignments and the direction of class time will depend on the individual student’s talents and needs.



**1553-C Journalism 2.5 credits**

This course, open to students in grades 9-12, provides training in the techniques of obtaining facts and reporting them via the online student newspaper, the “SHS Knight.” Students will focus equally on discussing current events, learning the craft of journalistic writing, and contributing to the school newspaper and social media platform(s). Students will learn the basics of journalism, the future of news media, social media’s role in reporting, and the role of objectivity and ethics in the news. A focus on professionalism in both writing and speaking provides opportunities to excel in a collaborative work environment, the professional interview setting, etc. Students will be able to choose the content of their articles and all finished pieces will contribute to a semester-long portfolio. To be successful in this course, students must be motivated and possess strong time management and organizational skills. *Only seniors may use this course to fulfill one of the required grade 12 semester courses in English.* Journalism will meet every day for a semester.

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

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

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

Students will study modern writers of plays, novels, short stories, and poetry from around the world. Students will identify and investigate common themes and the shared experiences evident in works from many nations, especially those of European and non-Western writers. Students will hone their analytical skills through close reading of various texts, Socratic discussion and writing. *Modern World Literature is the course that most closely reflects the structure of ELA courses in grades 9-11.*

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

Students will explore the writing of major playwrights with an emphasis on how these artists illuminate or comment on not only the human condition but also the modern trappings of society. Students will hone their analytical and research skills through close reading of various texts, small group and whole group activities, individual presentations and thoughtful composition [creative, personal, analytical] based on or inspired by the text they read.

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

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

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

This course is taught in conjunction with Quincy College. Students will complete a variety of writing assignments including: comparison/contrast, literary analysis, process essay, essay of definition and essay of



speaking provides opportunities to excel in a collaborative work environment, the professional interview setting, etc. Students will be able to choose the content of their articles and all finished pieces will contribute to a semester-long portfolio. To be successful in this course, students must be motivated and possess strong time management and organizational skills. Only seniors may use this course to fulfill one of the required grade 12 semester courses in English. Journalism will meet every day for a semester.

**7800-C Introduction to Theater Arts 2.5 credits**

This introduction to theatre (previously titled *Creative Dramatics*) is an elective course for **grades 9-12**. Students will practice creative dramatics through pantomime, improvisation, and scripted work as well as study acting techniques, directing, interpretation, movement, and dancing. Students will be expected to participate in individual/group performance on the stage for an audience. This course does not fulfill an English requirement.

*Prerequisite: None*

**16632-C SAT Review Reading and Writing 1.25 credits  
(plus SAT MATH=2.5 credits)**

Students in **grades 11 and 12** electing this course will learn techniques that will better enable them to prepare for the SAT. Through in-class practice, students will develop strategies for approaching the Reading, Writing and Language, and Essay Tests, as well as general test-taking strategies for the SAT. Students will also enhance critical thinking skills through daily reading and writing. **You must also take the sister course: SAT Review Math.** This course does not fulfill an English requirement.

**1675-C Altruism & Love through Literature 2.5 credits**

This course **for grades 9-12** is structured to investigate, activate, and celebrate the power of love as a practical force for good in today's world. We will investigate the following ideas: What would it mean to create the life you desire on purpose? How can we generate greater happiness within ourselves and others? Are humans "hard-wired" to be good? How can we cultivate more goodness, kindness, and compassion in the world? In the attempt to answer these questions and more, the course bridges the wisdom of antiquity to the scientific understandings of today. The course will include the use of readings, films, music, activities, and experiments. This course does not fulfill an English requirement.

**1676-C Recognizing Literary Patterns 2.5 credits**

This introduction to literary pattern recognition is an elective course **for grades 9-12**. Students will study various archetypes, mythological and biblical allusions, and tropes using excerpts and passages from fairytales, children's literature, poetry, drama, and Young Adult fiction. This semester course provides students with a foundation for greater literary study that will aid them in producing greater subtextual connections in regular ELA courses but does not fulfill an English requirement.

**1677-C Graphic Novels 2.5 credits**

This introduction to graphic novels and comics is an elective course **for grades 9-12**. Using Scott McCloud's *Understanding Comics* as a background for our study, students will examine how graphic novels fuse different types of literacy to effectively communicate complex fictional and nonfictional narratives as well as universal themes and ideas. Texts studied may include: *Persepolis*, *American Born Chinese*, *Maus*, and *The Odyssey*. This semester course does not fulfill an English requirement.

## Reading

**1706-U Intensive Reading 5 credits**

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

**1875-U ELL Reading 5 credits**

This reading course is specifically designed for English Language Learners. 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 common texts as a group. Emphasis is on vocabulary, building of background knowledge, and reading comprehension.

**1707-U Fundamental Reading Skills 2.5 credits**

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

### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

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

**1815 ELL I 10 credits**

Emphasis is placed on pronunciation and comprehension of simple English through dialogues, short stories, visual aids and vocabulary building. Instruction in basic phonics is strongly emphasized. Listening skills are taught through drills, tapes, dictations and oral commands. There is also instruction in basic English grammar. Topics in this course also include instruction in survival English, English conversation, English grammar, spelling, oral expression and academic content.

**1825 ELL II 10 credits**

Emphasis is placed on increasing reading comprehension through the reading of short stories, plays and worksheets. Spelling and phonics are taught. Listening skills are increased through language drills, tapes, dictation and oral commands. Basic English grammar continues to be emphasized. Students will acquire a good working knowledge of English grammar. Students will work on improving their listening, speaking,



Lab is a course for vocal and instrumental music students looking to explore the jazz idiom in both performance and classroom settings. Students who elect Jazz Lab must be enrolled in one of the band or chorus classes.

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

Grade	Course	Prerequisite	Length	Credit
9-12	Concert Band - College or Honors	Teacher approval	Year	5
9-12	Symphonic Band - College or Honors	Teacher approval	Year	5
9-12	Chorus/Band Combination C/H	Teacher approval	Year	5
9-12	Jazz Band	Acceptance by audition	3 Terms	3.75
9-12	Jazz Lab	Enrolled in Band or Chorus	ED 2 <sup>nd</sup> Semester	2.5
9-12	Concert Chorus	None	Year	5
9-12	Treble Chorale	Teacher approval	Year	5
10-12	Symphonic Choir	Teacher approval	Year	5
9-12	Jazz Choir	Acceptance by audition	3 Terms	3.75

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

Grade	Course	Prerequisite	Length	Credit
9-12	Guitar	None	ED Semester	2.5
9-12	Piano	None	ED Semester	2.5
9-12	Computer Music I	None	ED Semester	2.5
10-12	Computer Music II	Computer Music I	ED Semester	2.5
9-12	Jazz, Rock & Rap	None	ED Semester	2.5
10-12	Music Theory	Teacher approval	ED Semester	2.5

**7514-C Concert Band 5 credits**

Concert Band is an ensemble for students who are developing instrumental music techniques at the high school level. Although most of the students who elect high school band have progressed through Stoughton’s instrumental music program at the elementary and middle school level, new students may enter band at this level with permission from the Concert Band Director. An audition may be required for new students, based upon previous experiences/background. Performance, individual skill development, and musicality are stressed throughout the program. Students in the band are expected to participate in the winter and spring



material, as well as learning the theory and forms that create jazz structures. Students in Jazz Band are expected to participate in all required performances and competitions. This course is unweighted.

*Prerequisite: Acceptance through live audition in front of Jazz Band director*

**7614-C                      Concert Chorus                      5 credits**

Concert Chorus is open to all students interested in participating in a choral ensemble at SHS. This class is geared toward students who have not yet sung in a choral ensemble at the high school level. The goal of this course is to learn the foundations of healthy vocal technique, improve music reading skills, and to learn and perform a wide variety of musical styles and genres. Membership in the choral program requires that all students participate in the basic aspects of the program; this includes, but is not limited to, the winter concert, the spring concert, and Class Night. The Choral Director or Fine Arts Director may make exceptions.

**Honors Credit**

Students in the choral program will have the opportunity to earn honors credit upon recommendation by the ensemble director. Honors choir students will be held to a very high academic standard on written tests, quizzes, and assignments; as well as a very high performance standard for their technical skills and musicianship foundations.

*Prerequisite: None*

**7616-C                      Treble Chorale                      5 credits**

Treble Chorale is open to sopranos and altos in 9<sup>th</sup> – 12<sup>th</sup> grade who have had prior choral experience. This ensemble learns and performs a wide variety of musical styles and genres. This class is geared toward musicians who are ready to continue building a healthy vocal technique and who have mastered reading basic music notation. The recommendation of the SHS Choral Director or the OMS Choral Director is required for this course. Additionally, all interested 10<sup>th</sup> – 12<sup>th</sup> grade students must have previously sung in a choral ensemble at SHS. Freshmen may take this course upon the recommendation of the OMS Choral Director; a list of these students will be provided to guidance. Membership in the choral program requires that all students participate in the basic aspects of the program; this includes, but is not limited to, the winter concert, the spring concert, and Class Night. The Choral Director or Fine Arts Director may make exceptions.

**Honors Credit**

Students in the choral program will have the opportunity to earn honors credit upon recommendation by the ensemble director. Honors choir students will be held to a very high academic standard on written tests, quizzes, and assignments; as well as a very high performance standard for their technical skills and musicianship foundations.

*Prerequisite: 1) Permission from the SHS Choral Director 2) Past participation in Concert Chorus, Treble Chorale or Symphonic Choir. Freshman will need a recommendation from OMS Choir Director*

**7617-C                      Symphonic Choir                      5 credits**

Symphonic Choir is open to 10<sup>th</sup> – 12<sup>th</sup> grade students who have had prior choral experience at SHS. This ensemble learns and performs a wide variety of musical styles and genres. This class is geared toward musicians who are ready to continue building a healthy vocal technique and who have mastered reading basic music notation. Enrollment in this class will be based upon achieving a well-balanced ensemble. The recommendation of the SHS Choral Director and prior choral experience at SHS is required for this course. Membership in the choral program requires that all students participate in the basic aspects of the program;



this includes, but is not limited to, the winter concert, the spring concert, and Class Night. The Choral Director or Fine Arts Director may make exceptions.

### **Honors Credit**

Students in the choral program will have the opportunity to earn honors credit upon recommendation by the ensemble director. Honors choir students will be held to a very high academic standard on written tests, quizzes, and assignments; as well as a very high performance standard for their technical skills and musicianship foundations.

*Prerequisite: 1) Permission from the SHS Choral Director 2) Past participation in Concert Chorus, Treble Chorale or Symphonic Choir.*

### **7900 Jazz Choir 3.75 Credits**

Jazz Choir is an audition-only ensemble designed to teach jazz as a language within the standard repertoire. Repertoire selections focus on teaching the stylistic and idiomatic expression of jazz literature. Students in Jazz Choir are expected to participate in all required performances and competitions. This course is unweighted.

*Prerequisite: Acceptance through live audition in front of Jazz Choir director*

### **76532-C Computer Music I 2.5 credits**

This hands-on course introduces students to the features and interface of Apple's Garageband music software. Many of today's music stars use Garageband to create perform and record music. Learn the interface and basic recording techniques, how to arrange a song, edit and mix tracks, and add effects to your creations. A musical background is not necessary to produce professional sounding recordings.

*Prerequisite: None*

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

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

*Prerequisite: Introduction to Computer Music or Computer Music I*

### **7696-C Jazz, Rock & Rap 2.5 credits**

Is a listening based survey course that explores modern music in America including Blues, Jazz, Pop, Rock, Hip Hop and Rap music. Emphasis will be placed on a stylistic analysis of the major performers, composers and arrangers, and their practices. This course is open to all high school students.

*Prerequisite: None*

### **7733-C Music Theory 2.5 credits**

The Music Theory course is designed for the student with a serious interest in music. Basic harmonic theory, scale and mode construction, interval recognition, chord construction, and available tensions will be explored. Ear training concepts will be stressed. Students selecting this course should have a working knowledge of music through the playing of an instrument or vocal training. *Prerequisite: Instructor approval*

**7753-C**

**Jazz Lab**

**2.5 credits**

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

*Prerequisite: Open to members of the music department or with instructor's approval. Students must be enrolled in a band or chorus class to elect Jazz Lab.*

**7694-C**

**Guitar**

**2.5 credits**

This course is designed for students with very little to no experience playing the guitar. Students will explore the history of guitar, and of the different genres in which the guitar has played an important role in music. Students will develop proper playing techniques and reading skills for playing the guitar for personal enjoyment. SHS has guitars available for classroom use. Students who have completed Guitar may elect the course again for further study with permission of the teacher.

*Prerequisite: None*

**7695-C**

**Piano**

**2.5 credits**

The Introduction to Piano course is designed for students with little to no experience with playing piano. Students will learn to read music through exercising the fundamental technical skills of piano playing. Students will develop proper playing techniques and reading skills for playing the piano for personal enjoyment. Students who have completed Piano may elect the course again for further study with permission of the teacher.

*Prerequisite: None*

## Visual Arts

Drawing and Painting I, Photography I, along with Fine Crafts are foundation courses for the Visual Arts Program. Students are encouraged to select one or more foundation courses freshman year. Foundation courses are available to all high school students from grades 9 through 12. Drawing & Painting II and Photography II can be selected in freshman year as a second semester course after completing Drawing & Painting I or Photography I in the first semester.

Once students successfully complete one or more foundation courses, they may choose electives to further their education in art and design.

Art Elective courses are available to students in grades 10 through 12. All Art elective courses have prerequisites and in some cases will need instructor approval. Drawing and Painting III may be elected twice for credit. Digital Photography III may be elected twice for credit.

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

Grade	Course	Prerequisite	Length	Credit
9-12	Fine Crafts	None	Semester	2.5
9-12	Digital Photography I	None	Semester	2.5
9-12	Drawing & Painting I	None	Semester	2.5
9-12	Digital Photography II	Digital Photography I	Semester	2.5
9-12	Drawing & Painting II	Drawing & Painting I or Intro To Art	Semester	2.5

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

Grade	Course	Prerequisite	Length	Credit
10-12	Fine Crafts II	Fine Crafts I	Semester	2.5
10-12	Drawing & Painting III	Drawing & Painting II or full year Drawing & Painting I	Semester	2.5
10-12	Digital Photography III *	Digital Photography II or teacher recommendation	Semester	2.5
11-12	Studio Art**	Drawing and Painting III or Teacher recommendation	Full Year	5
11-12	Art Portfolio (Fall)	Teacher recommendation	Semester - Fall	2.5
11-12	Art Portfolio (Spring)	Teacher recommendation	Semester - Spring	2.5

\* For students who have had one full year or two semesters of photography

## Foundation Courses

**7012-C Fine Crafts (Grades 9 – 12) 2.5 credits**

Fine Crafts provides an overview and introduction to Fine Crafts, their media and the cultures they represent. Students will work with traditional drawing materials, paint and mixed media. Additional projects may include bookmaking and binding, wooden sculptures, batik, tile and paper mosaics, basket weaving, jewelry making and printmaking. This is a foundation course for further study in the visual arts.

*Prerequisite: None*

**7014-C Drawing & Painting I (Grades 9 – 12) 2.5 credits**

This is a semester long foundation course designed for students to improve their drawing skills. The course will be centered on drawing from observation, looking at historical drawings, and daily practice. We will work mostly in pencil but may also use ink, chalk, charcoal, pastels and mixed media. *Prerequisite: None*

**7015-C**                      **Drawing & Painting II (Grades 9 – 12)**                      **2.5 credit**  
This semester long foundation course is a continuance of the regiment established in Drawing and Painting I but we will focus heavily on paint, color mixing, color grouping, and color theory. This course may be selected as early as the second semester of freshman year.

*Prerequisite: Drawing & Painting I*

**7164-C**                      **Digital Photography I (Grades 9-12)**                      **2.5 credits**  
Introduction to Photography will introduce students to basic functions of the camera and to the components of exposure. You will learn the essentials of capturing, organizing, editing, manipulating, and sharing images made using digital cameras and digital imaging software. Topics like “Depth of Field” and “Point of View” will allow us to identify and use the Principles and Elements of design as they relate to photography. You will be introduced to both Adobe Bridge and Photoshop. Presentation of your work, written reflection on your process and participation in critiques are all required. This is a foundation course for further study in Photography.

*Prerequisite: None*

**7165-C**                      **Digital Photography II (Grades 9-12)**                      **2.5 credits**  
Photography II may be selected as early as the second semester of freshman year. In this course we will further familiarize ourselves with the digital editing power of Photoshop, and unpack the elements and principles of design into the many techniques of visual communication. More sophisticated processes will be covered as well as a continuation of researching, writing, and presenting. Students will expand their visual vocabulary and further develop a more personal means of expression.

*Prerequisite: Digital Photography I*

## Art Electives

**7112-C**                      **Fine Crafts II (Grades 10 – 12)**                      **2.5 credits**  
Fine Crafts II provides a deeper look into the world of Fine Crafts. Students will choose projects from a list of options giving them the freedom to further their study in the craft they are interested in learning more about. Projects and units will each focus on one of four important media of fine craft: paper, jewelry, relief, and fiber. This is truly a student-driven course.

*Prerequisite: Fine Crafts I*

**7016-C**                      **Drawing & Painting III (Grades 10 – 12)**                      **2.5 credits**  
This course may be selected as early as the first semester of sophomore year. We will be exploring representation and how it works. We will be tailoring assignments to be more self-directed and students will begin generating content from which to work. This is a semester long course and **it can be taken more than once for credit.**

*Prerequisite: Drawing & Painting II*

**7017-C Studio Art (Grades 11-12) 5 credits**  
 This full year course is for students who wish to specialize in drawing, painting, and design or prepare for an art career. The work of this class is offered on an individual basis, varying with the student’s special interests and abilities. Possible topics include cartooning and illustration, 3D design, mixed media, drawing and painting. Students will also explore sculptural relationship between hand drawing and hand building. Portfolio assistance is available to those students applying to Art Schools.  
*Prerequisite: Drawing & Painting III*

**7167-C Digital Photography III (Grades 10-12) 2.5 credits**  
 This course may be taken as early as sophomore year and the focus will be on forming a reflective practice with regard to photography, its contemporary context in art, and its relationship to the digital age in which we live. Topics may include time-lapse photography, photo essays, and a thematic approach to building or refining a cohesive group of work that leads to solidifying your artistic voice. Students can take Digital Photo III more than once. (2.5 credits).  
*Prerequisite: Photography II*

**71744-C/71755-C Art Portfolio (Fall) & Art Portfolio (Spring) (Grade 12) 2.5 credits each**  
 Art Portfolio is a full year course split into two semesters to provide flexibility of scheduling. In the first semester emphasis will be put on developing portfolios for scholastics and for colleges that require portfolio submissions. Developing an artist statement (another prerequisite for many portfolio submissions) will also be a highlight of the course. Presentations by visiting colleges and projects designed to supplement portfolios will also be an objective of the class. Semester two will focus on the building of regiments for art making beyond High School. Theme based but individually tailored assignments will have the aim of refining skills of idea generation and self-initiated research. The continued development of good studio habits and art-making stamina will be a priority, as will the reflection on contemporary practices of professional and practicing artists. *Prerequisite: teacher recommendation*

## Drama

The Drama curriculum encompasses most of the essential skills and content knowledge within the domain of theater arts; acting, reading and writing scripts, directing, and technical theater. Each class encourages students to apply key concepts to their performances and creative work.

Students are encouraged to continue developing and applying the skills from the curriculum into after-school drama activities such as the fall play and spring musical.

Grade	Course	Prerequisite	Length	Credit
9-12	Introduction to Theater Arts	None	Semester	2.5
10-12	Advanced Theater Arts	Introduction to Theater Arts or Creative Dramatics	Semester	2.5

**7800-C**                      **Introduction to Theater Arts**                      **2.5 credits**  
This introduction to theatre (previously titled Creative Dramatics) is an elective course for grades 9-12. Students will practice creative dramatics through pantomime, improvisation, and scripted work as well as study acting techniques, directing, interpretation, movement, and dancing. Students will be expected to participate in individual/group performance on the stage for an audience. This course does not fulfill an English requirement.  
*Prerequisite: None*

**7801-C**                      **Advanced Theater Arts**                      **2.5 credits**  
This course is a continuation of Introduction to Theater Arts and is available to students in grades 10-12. Students will continue developing their skills and content knowledge of theatre by applying a variety of acting methods, studying and profiling cornerstone plays and other theatrical works from history, and investigating practical applications including program design, audition skills, creating a prompt book, sound and lighting, and other roles of the director and/or producer.  
*Prerequisite: Introduction to Theater Arts or Creative Dramatics*

## **HEALTH/PHYSICAL EDUCATION**

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

### **Grade 9 and 10**

**8913-C**                      **Grade 9 Health**                      **1.25 credits**  
This is a required course for all freshmen. The Health program is comprehensive and coeducational. All activities are planned to develop and maintain the overall social, emotional and intellectual needs of the individual. Students will also examine their lifestyles, select goals and make plans to achieve and maintain optimum health. Students will learn to differentiate between healthful and harmful behaviors and to recognize the effects of the behaviors they choose. Major health topics covered will include: mental health, family health, interpersonal relationships and CPR.

**80903-C**                      **Physical Education Grade 9**                      **2.5 credits**  
This is a required course for all freshmen. The Physical Education program is comprehensive and coeducational. All activities are planned to develop and maintain the overall fitness of the individual. Students will be presented with the basic skills necessary to be an active participant in many team, dual, individual and lifetime activities. Fitness is emphasized throughout the program. Students must participate in proper athletic attire during the physical education to successfully complete the program.

**8923-C**

**Grade 10 Health**

**1.25 credits**

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

**81003-C**

**Physical Education Grade 10**

**2.5 credits**

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

**Grade 11 Electives**

Students are required to participate in a Physical Education course each year. Juniors may choose from the following options:

**81233-C**

**Strength and Conditioning**

**1.25 credits**

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

**81533-C**

**Alternative Fitness**

**1.25 credits**

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

**8154-C**

**Fit For Life**

**1.25 credits**

By participating in the Fit For Life course, students will design, implement, and reflect upon an individualized, personal fitness plan. Students will develop individual, student motivated goals, design a goal oriented workout routine, implement preferred practices and activities, and reflect upon success rates. Students progress will be evaluated by log information/journaling, participation effort, and reflection/adaptations to their individual plan. Students will learn and develop strategies and skills needed to be "Fit For Life".

## Grade 12 Electives

Students are required to participate in a Physical Education course each year. Seniors may choose from the following options:

**8143-C Competitive Games 1.25 credits**  
The Competitive Games course is comprehensive and coeducational. All activities are planned to develop and maintain the overall fitness, social, emotional and intellectual needs of the individual. Students will be presented with the basic and advanced skills necessary to be an active participant in many team, dual, individual and lifetime activities such as ultimate Frisbee, flag football, floor hockey, basketball and soccer. Students must participate in proper athletic attire to successfully complete the program.

**8163-C Lifetime Activities 1.25 credits**  
Lifetime Activities will focus on learning individual and small group activities that can be played by participants of all ages and ability levels. Lessons are designed to improve techniques and strategies for enjoyment throughout life. Units will include but are not limited to: badminton, pickleball, volleyball, tennis, golf, bocce, power walking and project adventure cooperative games. Students must participate in proper athletic attire to successfully complete the program.

**8183-C Physical Education Contract (Grades 9-12) 2.5 credits**  
Students are selected for this course based on a specific selection criteria established by the Principal/Director to accommodate unique and special circumstances. This course will offer students a variety of activities in which they can participate on an individual basis and learn skills applicable for a healthy lifestyle. Service options include those provided within a fully integrated program of regular education to placement in special education classes and are determined by the student's Special Education Team and specified on the Individualized Educational Plan (IEP).

## HISTORY AND THE SOCIAL SCIENCES

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

### Grade 9

**5113-C/5112-H World History 5 credits**  
This course will investigate the fundamental facts, concepts and themes that help students to understand the major forces that shaped Eastern and Western civilization from 500 AD through the dawn of the 20th century.



Students will consider the conditions that led to early European civilization, the origins and spread of Islam, the rise of Feudalism, the Renaissance and the Age of exploration. Also examined are the political, social and scientific forces that ushered in the Age of Revolution and Nationalism. The course concludes with the problems and reforms of the Industrial Age and the patterns of political and economic thought that accompanied that period, including the impact and response of Western nationalism and imperialism on the people of Asia and Africa. *This course is required of all 9th grade students.* Students are invited into honors World History based on a specific selection process which includes the grade 8 Social Studies teacher's recommendation, achievement in Social Studies, as well as achievement on standardized tests in grades 7 and 8. Students in this course must have already achieved reading and writing skills beyond those of the average grade 9 student.

## Grade 10

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

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

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

The Advanced Placement Program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. The AP program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those full-year introductory college courses. Students wishing to earn Advanced Placement credit for this course must take the Advanced Placement examination. Student selection will be based on teacher recommendations, an essay examination, and the recommendation of the Director of Social Studies. *Please read "To Prospective AP Students", (page 14) before selecting this course.*

## Grade 11

**5313-C/5312-H United States History II C/H 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 Theodore Roosevelt through Gerald Ford will be examined.

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

Advanced Placement American History is a continuation of a two-year sequential course for students who are interested and willing to sustain the rigors of a demanding curriculum taught at a collegiate pace. Students who are selected will begin the course in Grade 10 and continue through Grade 11. The course will culminate

in the AP examination administered in May of the junior year. Students may NOT transfer into AP American History during the second year. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 14) before selecting this course.*

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

See course description in the Humanities section on page 42.

## Grade 12

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

This course examines the political and cultural trends that have defined modern American History. Students will use a variety of primary and secondary resources to study the Reagan and Clinton administrations, both Bush administrations as well as the Obama administration. A heavy emphasis will be placed on the rise of conservatism, the end of the Cold War, political polarization, the war on terror and the 2008 financial collapse. This is a required class for all 12th graders and only those 11th graders who take AP American History.

## Grade 11 and 12 Electives

**5513-C Sociology 2.5 credits**

What makes us behave the way we do? To what extent do societal and social forces impact us? Would you be the same person if you were raised in another country with a different culture? It is impossible to answer these questions with a simple explanation, but this course will attempt to address these issues. This introductory course evaluates the role of social forces on the development of our collective norms, values, societal expectations, and ultimately, our behavior. The curriculum includes a variety of topics including socialization, isolation, the media, social experiments, stereotyping, social responsibility, and culture.

**5523-C Psychology 2.5 credits**

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

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

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

**5583-C**

**Current Events**

**2.5 credits**

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

**5593-C**

**Religions of the World**

**2.5 credits**

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

**5534-C**

**The Holocaust and the Resistance Movements**

**2.5 credits**

Students will explore the range of choices that led to the failure of democracy in Germany and ultimately the murder of millions of Jews and other targeted groups during the Holocaust. This course will investigate the complexities of human behavior, while challenging students on key issues of identity and membership. Students will explore the fragility of the Weimar Republic and the brutality of Nazi led Germany during WWII and the Holocaust. Students will learn about the resistance movements during the Holocaust and consider and how individuals can make a difference in the world today.

**Grade 12 Electives**

**1433-C**

**Literary Heritage of America**

**2.5 credits**

See course description in the Humanities section on page 43.

**5535-AP**

**Advanced Placement US Government and Politics**

**5 credits**

Advanced Placement US Government and Politics is the study of the United States national government's policies, institutions, and foundations. The course primarily focuses on the Federal Government and national politics. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Students will study the functions of U.S. Government by researching, discussing, and writing about contemporary issues. Students will place these issues in their proper historical and political perspective. Advanced Placement US Government and Politics provides students with a true college atmosphere in content, pacing, and instruction. It will challenge students' ability to think and analyze material critically, and give them the opportunity to earn college credit by their performance on the AP Exam. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 14) before selecting this course.*

**HUMANITIES**

The humanities approach to education attempts to present ideas, induce discussion, and produce results within a broader perspective than is usually attained in the ordinary one-discipline approach. Thus, although students

electing these courses will be fulfilling their English and Social Studies requirements, the courses will be more than just an English-Social Studies combination. The emphasis will be on the interrelationship of all disciplines.

## Grade 11

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

American Studies is a team-taught course 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 explore how their nation was shaped by a variety of shared experiences. Class discussions, independent study, and oral and written projects are supplemented by full use of the cultural and historical resources of the Greater Boston area. This course fulfills the requirement of English 11 (1313-C) and United States History II (5313-C). To be eligible, students must have passed World History, United States History I, English 9, and English 10. *American Studies students must complete required summer reading prior to entering the course.*

## Grade 12

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

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

## MATHEMATICS

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

The Math Department uses different types of instructional technology to enhance the learning process, such as computer programs, Smart Boards, and calculators. *A TI-83/84 Graphing calculator is required for all courses.* However, calculators should never be used in lieu of mastering basic computational skills, nor should they replace a basic understanding and application of mathematical principles.

**All students will need to pass Algebra 1, Geometry and five credits of an Algebra 2 course and also have passed 20 credits in math in order to graduate. The Director of Mathematics shall determine class placement if there is a discrepancy between a teacher recommendation and a parent request.**

### Common Core Foundational Courses

- 2113-C Algebra I 5 credits**  
This course covers such topics as data analysis, linear equations and functions, inequalities, polynomial functions, systems of linear equations and inequalities, quadratic equations, and exponential functions. *Prerequisite: grade 8 teacher recommendation*
- 2115-C Conceptual Algebra I 5 credits**  
This course is designed to create a stronger foundation in Algebraic concepts and thinking. This course will review the fundamentals of Algebra such as solving equations, using the order of operations effectively and simplifying all types of numerical and algebraic expressions. This course will still cover the general topics covered in Algebra I (2113-C): such topics as data analysis, linear equations and functions, inequalities, polynomial functions, systems of linear equations and inequalities, quadratic equations, and exponential functions. *Prerequisite: grade 8 teacher recommendation*
- 2212-H Geometry Honors 5 credits**  
This course covers such topics as reasoning and proof, congruence and similarity, coordinate geometry and transformations, solids, and circles and other conic sections. Algebra, counting techniques, and probability will be integrated throughout the course. Students will be expected to keep a fast pace in order to study exponential and logarithmic functions and other Algebra II topics not covered in the college Geometry course. **Students must complete the summer assignments prior to entering the course.** *Prerequisite: Grade 8 Teacher Recommendation*
- 2223-C Geometry 5 credits**  
This course covers such topics as reasoning and proof, congruence and similarity, coordinate geometry and transformations, solids, and circles and other conic sections. Algebra, counting techniques, and probability will be integrated throughout the course. *Prerequisite: Algebra I or Teacher Recommendation*
- 2312-H Algebra II with Trigonometry Honors 5 credits**  
This course covers such topics as exponential, logarithmic, polynomial, rational, and trigonometric functions. Data analysis and modeling will be integrated throughout the course. Students will be expected to keep a fast pace in order to cover pre-calculus topics so they may take Differential Calculus. This course is designed to prepare students to take Advanced Placement Calculus, following the successful completion of Differential Calculus. **Students must complete the summer assignments prior to entering the course.** *Prerequisite: Geometry Honors (2212-H) and Teacher Recommendation*
- 2313-C Algebra II 5 credits**  
This course covers such topics as quadratic, polynomial, radical, exponential, logarithmic, rational and trigonometric functions. The course also covers sequences and series and matrices. Data analysis and

modeling will be integrated throughout the course. *Prerequisite: Geometry (2223-C) and Teacher Recommendation*

**2314-C Algebra II – Part 1 5 credits**

This course covers such topics as quadratic, polynomial, radical, exponential and logarithmic functions. Data analysis and modeling will be integrated throughout the course. *Students who enroll in this course must enroll in Algebra II Part 2 the following year. Prerequisite: Geometry (2223-C) and Teacher Recommendation*

**2315-C Algebra II – Part 2 5 credits**

This course covers such topics as rational and trigonometric functions. The course also covers sequences and series and vectors and matrices. Data analysis and modeling will be integrated throughout the course. *Prerequisite: Algebra II – Part I (2314-C) and Teacher Recommendation*

**Lab Courses**

**2104-U Algebra I Lab 2.5 credits**

This full-year course is intended to provide additional individualized support that each student needs to be successful in his or her full-year Algebra I course. It covers such topics as data analysis, linear equations and functions, inequalities, polynomial functions, systems of equations and inequalities, quadratic equations, and exponential functions. This course DOES NOT satisfy the graduation requirements for Mathematics nor is it an elective choice. *This course meets 3 days out of an 8-day cycle. Prerequisite: Grade 8 Teacher Recommendation*

**2114-U Math Instructional Lab 2.5 credits**

This full-year course is intended to strengthen each student's mathematical skills in preparation for the Grade 10 Mathematics MCAS test and to provide additional individualized support for the student to be successful in his or her full-year math course. The course will focus on developing test-taking strategies, learning problem-solving approaches, and increasing understanding of number sense, algebraic concepts, probability, and geometric topics. This course DOES NOT satisfy the graduation requirements for Mathematics nor is it an elective choice. *This course meets 3 days out of an 8-day cycle. Prerequisite: Teacher Recommendation*

**Upper Level Courses and Math Electives**

**2511-C Exploring Computer Science 2.5 credits**

In this semester course students explore the following topics: Computers, Problem Solving, Web Design, and Programming. This course is designed to introduce students to the basics of computer science and requires no prior knowledge of computer hardware or software. Students may take this course at any point in their high school career. This course is recommended for students who may later decide to take AP Computer Science A. This course DOES NOT satisfy the graduation requirements for Mathematics and does not count towards the 20 credits needed in mathematics. *Prerequisite: Algebra I or Teacher Recommendation*

**2512-H**                      **Differential Calculus**                      **5 credits**  
Theory and mathematical rigor will be primary factors in the consideration of limits, continuity, and the establishment of necessary and sufficient conditions for the process of mathematics. This course is designed to prepare students for Advanced Placement Calculus. **Students must complete the summer assignments prior to entering the course.** *Prerequisite: Honors Algebra II with Trigonometry (2312-H) and Teacher Recommendation*

**25235-QC/2535-QC**    **Quincy College Precalculus with Trigonometry/Statistics (not offered in the 2018 - 2019 school year)**                      **5 credits**  
This course is a two semester sequence of Pre-Calculus and Statistics for credit at Quincy College. Students will be awarded six (6) credits at Quincy College for completing the sequence. The 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. **Students registering for this course must take both semesters and pay the course fee for Quincy College.** *Prerequisite: Algebra II (2313-C or 2333-C) and Teacher Recommendation*

**2523-C**                      **Precalculus with Trigonometry**                      **5 credits**  
This course is designed to prepare students for Calculus and other advanced math courses in college. Trigonometry, series and sequences, matrices, math induction, functions, conic sections, and derivatives are a sampling of the topics covered. *Prerequisite: Algebra II (2313-C or 2333-C) and Teacher Recommendation*

**25632-C**                      **SAT Review Math**                      **1.25 credits**  
**(plus SAT Review Reading and Writing = 2.5 credits)**  
Students in grades 11 and 12 electing this course will learn techniques that will better enable them to prepare for the SAT. Through in-class practice, students will develop strategies for approaching the Math Calculator and Math No-Calculator Tests, as well as general test-taking strategies for the SAT. Students will thoroughly review key SAT Math concepts in the areas of Algebra I and II, Problem Solving and Data Analysis, and Geometry and Trigonometry. This course does not fulfill a mathematics requirement. **Students registering for this course must also take SAT Review Reading and Writing.** *Prerequisite: None*

**2524-C**                      **Sports in Math**                      **2.5 credits**  
Topics covered in this semester course will include frequency distributions, probability, measures of central tendency and variability, correlation, sampling and estimation theory, and linear regression. All topics will be viewed through sports. This course is not intended to replace Algebra 1, Geometry, Algebra 2 or PreCalculus but is meant to give students another opportunity to look at applications of mathematics. *Prerequisites: Algebra 2 or simultaneous enrollment in Algebra 2 Part 2*

**2525-C**                      **Economics**                      **2.5 credits**  
In this semester course students will study the basic principles involved in both macroeconomics and microeconomics. This course is not intended to replace Algebra 1, Geometry, Algebra 2 or PreCalculus but is

meant to give students another opportunity to look at applications of mathematics. *Prerequisites: Algebra 2 or simultaneous enrollment in Algebra 2 Part 2.*

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

Topics covered in this course will include frequency distributions, probability, measures of central tendency and variability, applications of the binomial and a normal probability distribution, tests of hypotheses, correlation, sampling and estimation theory, linear regression, and T distribution. *Prerequisite: Algebra II or Algebra II Part 2 or Teacher Recommendation*

**2614-C**                      **Math Connections (seniors only)**                      **5 credits**

This course covers a selection of discrete and continuous mathematics topics, and emphasizes making sense of and solving problems, constructing arguments and modeling with mathematics. It includes such topics as graph theory, conditional probability, the rules of probability, using probability to make decisions, principles of election theory and fair division. The course also includes a review of topics for the Accuplacer and SAT exams. *Prerequisites: Geometry and approval of the Director of Mathematics*

*AP Math Courses*

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

Integral Calculus is an extension of Differential Calculus. The course is concerned with developing the students' understanding of the concepts of calculus and providing an experience with its methods and applications. The students should be motivated to do college-level work in high school. 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. Students must complete the summer assignments prior to entering the course.** *Prerequisite: Differential Calculus (2512-H). Please read "To Prospective AP Students", (page 14) before selecting this course.*

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

The analysis of functions, graphs, and limits with emphasis on the interplay between geometric and analytic information will be studied. Calculus based tools will be used both to predict and observe local and global behavior of a function. Derivatives of functions are presented geometrically, numerically, and analytically, and are interpreted as instantaneous rates of change. The Fundamental Theorem of Calculus and techniques of antidifferentiation 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. Students must complete the summer assignments prior to entering the course.** *Prerequisite: Precalculus with Trigonometry (2523-C). This course is not open to students who previously took Differential Calculus (2512-H), without approval of the Director of Mathematics. Please read "To Prospective AP Students", (page 14) before selecting this course.*



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

This course will cover topics dealing with descriptive statistics, methods of data collection and analysis, probability, hypothesis testing and test of significance. This course will rely heavily on the use of technology. The Advanced Placement Program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of a full-year introductory college course. Statistics syllabus includes all topics listed in the AP Statistics course description and provisions are made to prepare students for the AP exam in the spring. **Taking the AP Exam for this course is a requirement. Students must complete the summer assignments prior to entering the course.** *Prerequisite: Precalculus with Trigonometry (2523-C) or simultaneous enrollment in Differential Calculus (2512-H) or Teacher Recommendation. Please read "To Prospective AP Students", (page 14) before selecting this course.*

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

The AP Computer Science course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. Students will become familiar with and be able to use standard Java library classes from the AP Java subset. **Taking the AP Exam for this course is a requirement. Students must complete the summer assignments prior to entering the course.** *Prerequisite: as a minimum, students must have taken and passed Algebra 2 or Algebra 2 Part 2 or concurrent enrollment in Honors Algebra II with Trigonometry and approval of the Director of Mathematics. Please read "To Prospective AP Students", (page 14) before selecting this course.*

Math Department Course Sequences

	Grade 9	Grade 10	Grade 11	Grade 12
Honors Sequence	Honors Geometry 2212-H	Honors Algebra II 2312-H	Differential Calculus* 2512-H	AP Calculus BC* 2541-AP
				AP Statistics* 2611-AP
College Sequence	Geometry* 2223-C	Algebra II* 2313-C	Algebra II Part 2* 2315-C	AP Calculus AB* 2531-AP
				PreCalculus* 2523-C
				AP Statistics* 2611-AP
				Statistics* 2613-C
				PreCalculus* 2523-C
				Algebra II Part 1 2314-C
				Algebra II Part 2* 2315-C
				Statistics* 2613-C
College Sequence	Algebra I 2113-C	Geometry* 2223-C	Algebra II Part 1 2314-C	Math Connections* 2614-C
				PreCalculus* 2523-C
				Algebra II* 2313-C
				Statistics* 2613-C
Electives	Exploring Computer Science*	Exploring Computer Science*	Sports in Math*	AP Computer Science* 2711-AP
				Economics*
			SAT Review Math* 25632-C	Economics*
				Exploring Computer Science*
				Sports in Math*
<p>The * indicates that the math course could be taken concurrently with another math course. Please read the descriptions for the prerequisites to know which courses could be taken</p>				

## 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 major scientific disciplines: biology, chemistry and physics. The science and technology/engineering courses are intended to drive engaging, relevant, rigorous, and coherent instruction that emphasize student mastery of both disciplinary core ideas (concepts) and application of science and engineering practices (skills) to support student readiness for citizenship, college, and careers. Each course provides students the opportunity to develop subject-specific knowledge as well as valuable critical and creative thinking skills and problem-solving strategies that are so essential to success in our ever advancing, technology-based society. All classes that involve dissection follow the school district policy. Upon written request from a parent or guardian, any student who chooses not to participate in dissection will be allowed to demonstrate competency through an alternate method.

### Grade 9

**32122-H**

**Biology**

**5 credits**

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

**32133-C**

**Biology**

**5 credits**

Students are invited to take college biology as a 9<sup>th</sup> grade student 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 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 biochemistry, cell structure and function, genetics, comparative anatomy and physiology, evolution, biodiversity and ecology.

**32123-C**

**The Science of Energy**

**5 credits**

This course is designed to introduce students to a variety of skills and careers within the science fields of Life Science, Earth Science, Physical Science and Technology and Engineering. The focus will be on student-driven, inquiry-based investigations that adhere to the development of 21st Century problem solving skills to prepare students for college and career readiness. Working both independently and collaboratively students will design, conduct, record and analyze results from experiments using a variety of data collection tools and displays. They will be expected to use technology effectively to gain and communicate knowledge that will enhance and support their results. This course will provide the necessary, foundation for courses in

biology, chemistry, physics and engineering. Emphasis will be placed on reading, writing, problem solving and critical thinking.

## Grades 10, 11, 12 FULL YEAR COURSES

### **32133-C**                      **Biology**    **5 credits**

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

### **33122-H**                      **Chemistry**    **5 credits**

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

### **33313-C**                      **Chemistry**    **5 credits**

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

### **37522-H**                      **Engineering Design**    **5 credits**

This course is an introduction to engineering and the concepts of the engineering design process and is intended for the self-motivated, scientifically talented student who has a strong foundation in general science and mathematics. This is a laboratory based, hands-on course. Topics to be covered include: mechanics, patent writing, fluid dynamics, civil engineering, electrical engineering and aerodynamics. Students will have the opportunity to design and build prototypes, and 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, towers, aircraft, multi-use building design and green energy sources. Several engineering-based science projects are a required component of this course. *Prerequisite: Teacher recommendation*

### **37533-C**                      **Engineering Design**    **5 credits**

This course is an introduction to engineering and the concepts of the engineering design process and is intended for the student who has solid laboratory and mathematics skills. This is a laboratory based, hands-on course. Topics to be covered include: mechanics, patent writing, fluid dynamics, civil engineering, electrical

engineering and aerodynamics. Students will have the opportunity to develop graphical communication skills used in engineering through the use of sketching and computer-aided design (CAD). Emphasis will be placed on the practical aspects of science as most topics are studied through the development of such design projects as boats, rockets, decks, bridges, towers, aircraft, catapults, multi-use building design and green energy sources. Several engineering-based science projects are an important component of this course.

**3803-C Forensic Science 5 credits**

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

*Prerequisite: C or better in Biology*

### Semester Courses

**3523-C Anatomy 2.5 credits**

Anatomy is a laboratory course primarily intended for students planning careers in health and medical-related fields such as nursing, medical or dental technology, physical therapy and occupational therapy. Major topics will include the morphology and physiology of the cell and interactions of the body systems, including the skeletal, digestive, respiratory, nervous, immune and reproductive systems. Anatomy includes laboratory activities, teacher demonstrations, classroom lectures and dissections. This course will build on the biology and chemistry concepts. *Prerequisites: Successful completion of Biology*

**3193-C Astronomy 2.5 credits**

This course replicates the most important discoveries in astronomy. Topics to be discussed include the study of telescopes, light and the spectrum, the moon, the solar system, the “Big Bang” and the newest discoveries in the space program. Learning to star gaze and a large working observatory enrich the course.

**3115-U/3116-U Biology Instructional Lab Fall/Spring 2.5 credits**

This semester course is recommended for students currently taking Biology and is designed to serve students who would benefit from individualized instruction to strengthen command of the content standards and scientific inquiry skills standards as outlined in the current Massachusetts Curriculum Framework. Biology Instructional Lab is an individualized course designed to strengthen each student’s command of the content standards and scientific inquiry skills standards as outlined in the state biology curriculum framework. Emphasis will be placed on hands-on activities and remediation of key concepts skills in the areas of biochemistry, cell biology, genetics, anatomy and physiology, biodiversity, ecology and general test-taking strategies in preparation for the biology MCAS test. Credits in this course DO NOT satisfy the graduation requirements for science. *9th and 10th grade students identified (by teacher or 8th grade Science MCAS score) as needing extra support must take this course.*

**3543-C Oceanography 2.5 credits**

This course involves the study of both the physical and biological aspects of oceanography. The student will first investigate physical oceanography topics such as the structure of the earth and the sea floor, the physics

and chemistry of the oceans, atmospheric wind and ocean circulation, waves, currents, and tides. During the second half of the course, focus will turn to biological aspects of oceanography including the study of marine animals, food webs, ecological concepts, and environmental concerns.

## Grades 11, 12

### ADDITIONAL FULL YEAR COURSES

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

This laboratory course allows selected students who have satisfactorily completed courses in Biology and Chemistry to experience a college level biology course while still in high school. The primary focus will be preparation for the AP Examination, which if passed with proficiency, may enable students to receive college credit. The course provides students with the concepts, factual knowledge and analytical skills needed to deal critically with the rapidly changing science of biology. Those students who wish to expand their biology background while anticipating a career in the sciences and/or health related fields should consider this course. All topics will be presented in considerable depth and detail and will be accompanied by a laboratory component. All students must perform a long term formal laboratory project of sufficient caliber as those entered in Regional and State Science Fairs. Proper documentation must be presented to the Regional and State SRC. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 14) before selecting this course. Prerequisite: Successful completion of Honors Biology, Honors Chemistry, and Algebra II with Trigonometry or Approval of the Director of Science*

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

This laboratory course allows selected students who have satisfactorily completed Biology and Chemistry to experience a college level chemistry course while in high school. The primary focus will be preparation for the AP examination, which if passed with proficiency, may enable students to receive college credit. Those students who wish to expand their chemistry background while anticipating a career in the sciences and/or health related fields should consider this course. All topics will be presented in considerable depth and detail and will be accompanied by a laboratory component. All students must perform a long term formal laboratory project of sufficient caliber as those entered in Regional and State Science Fairs. Proper documentation must be presented to the Regional and State SRC. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 14) before selecting this course. Prerequisite: Successful completion of Honors Biology, Honors Chemistry, and Algebra II with Trigonometry or Approval of the Director of Science*

**3782-H**                      **Project Design and Management**                      **5 credits**

Students will plan, design and construct a solution to a problem in order to compete in a technical or structural global competition. Students will work in teams to explore the engineering design process, physical concepts of motion and energy, mathematical concepts of geometry, measurement and probability. Students will be responsible for creating design reports, long term reliability testing, design portfolios and creating a presentation in preparation for the engineering design competition. Proper documentation of the long-term project must be prepared and presented to the Massachusetts Destination Imagination region and state. *Prerequisite: teacher recommendation*

**34122-H**                      **Physics**                      **5 credits**

Students who are self-motivated, and possess strong math skills in algebra, geometry trigonometry and calculus should consider this laboratory course that involves the study of motion and energy and aims to develop a student's ability to observe, experiment with and analyze the surrounding physical world. A focus



## **SPECIAL EDUCATION**

A student with special needs is a child who has been determined eligible for special education through the TEAM evaluation process. These students have Department of Elementary and Secondary (DESE) disability and are unable to progress effectively in the general curriculum without specially designed instruction and/or related services. The special education department develops individualized programs of instruction for those students identified with special needs serving a number of students with a wide range of DESE disabilities. Service options include services provided within a fully integrated program of general education to placement in special education substantially separate programs. Services are determined by the student's Special Education Team and specified on the Individualized Educational Program (IEP). The IEP specifies services that assist the student to progress in the general curriculum and Massachusetts Common Core curriculum frameworks standards. The needs of Stoughton High School students with IEPs are met through curricula accommodations, modifications, inclusion support, academic support and intensive skills programs. The focus of the special educational services can be described by the terms specially designed instruction, remediation, accommodation and modification. All students with special educational needs participate in MCAS testing. Additionally at the high school level, the special education students participate in transition based planning to support a successful transition to the adult world. Students participate in this results-orientated process that identifies a vision and a framework for assisting youths to define their futures, take responsibility, and make continuous progress toward their long-range life goals. The focus is on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

## **WORLD LANGUAGES**

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

Students who begin Spanish and French in the seventh grade may continue to Level 5 or Advanced Placement, based on enrollment. Latin is offered at Stoughton High School and continues through an advanced level. American Sign Language and Chinese are also offered at beginner through intermediate levels. Level 1 classes are offered at the college level. Level 2, Level 3, Level 4, and Level 5 language classes are offered at the college or honors level. Students are invited into the Honors program based upon a specific selection process that includes the World Language teacher's recommendation and the achievement of an A- or better in the current year of language. Honor students must maintain a final average of B- or better to continue in the next year of the Honors sequence. While two years of a World Language is a requirement, it is strongly



recommended that college preparatory students elect a minimum of three 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.

## American Sign Language

**4361-C**                      **American Sign Language I**                      **5 credits**  
American Sign Language I is an introduction to the skills and knowledge needed to communicate in American Sign Language. This course introduces basic sign language vocabulary and fingerspelling. In addition, students will be introduced to aspects of American Deaf culture and history and compare them to their own cultures. Students will actively participate through receptive and expressive signing on a daily basis.

**4362-C**                      **American Sign Language II**                      **5 credits**  
Students will continue to develop ASL communication skills through receptive and expressive activities with vocabulary and grammar in a cultural context. This course expands vocabulary and grammar acquired in the introductory course. In addition, students will continue to study aspects of American Deaf culture and history and compare them to their own cultures. Students will continue to actively participate through signing on a daily basis. *Prerequisite: American Sign Language I.*

## Chinese Studies

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

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

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

## French Studies

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

**4123-C/4122-H            French II    5 credits**  
French II provides a more in-depth study of the French Language fundamentals with emphasis on more complex sentence structure and vocabulary. Students increase their mastery of the four basic skills and further their study of French culture and people.  
*Prerequisite: French IA and IB, French I College or Director's approval.*

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

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

**4153-C/4152-H            French V    5 credits**  
French V is designed for students who have completed French IV. Students continue to develop communicative ability in the four language skills - listening, speaking, reading and writing via activities that immerse them in realistic cultural contexts. Students review and develop a more sophisticated level of speaking and writing. They increase their knowledge of the history, geography, and culture of various countries where the language is spoken. They read short stories, poems and a novel for a greater appreciation of the literature. Students use a wide variety of authentic video, audio and print resources to gain a better mastery of the language and understanding of French-speaking cultures. The intent in level V is for students to develop a level of functional proficiency in that language and to increase their understanding of various cultures that use the language, as well as a better understanding of themselves.  
*Prerequisite: French IV or Director's approval.*

**4151-AP                      Advanced Placement French    5 credits**  
This course is for students who already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking and writing. Usually, the students in this course are in the final

stages of their high school training and have had substantial coursework in French. Emphasizing the use of French for active communication, the course encompasses aural/oral skills, reading comprehension, grammar and composition. The course objectives are for students to continue to develop the ability to understand spoken French in various contexts; to increase their French vocabulary sufficiently for reading newspaper magazine articles, literary texts and other non-technical writings; and to increase their ability to express themselves with reasonable fluency and accuracy in both written and spoken French. Course content is varied and includes the arts, current events and literature. A variety of materials, audio, video, films, newspapers, magazines and the Internet are used to develop the four language skills. Students are selected for this course based upon grades earned in previous French courses and their French teacher's recommendation. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 14) before selecting this course.*

## Latin Studies

### **4213-C Latin I 5 credits**

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

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

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

*Prerequisite: Latin I or Director's approval.*

### **4233-C/4232-H Advanced Latin Poetry (Offered 2019-2020) 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.

*Prerequisite: Latin II or Director's approval.*

### **4243-C/4242-H Advanced Latin Prose (Offered 2018-2019) 5 credits**

In Advanced Latin Prose, students begin with an intense review of Latin grammar while reading the stories of Hercules, Jason, and the Argonauts, and the Legends of Early Rome. Upon completion of the review, students translate and analyze the work of Roman prose authors such as Cicero, Sallust and Plautus. At appropriate times, the history, culture and influence of Rome are discussed. (Grades 11 and 12) Offered in alternating years with Advanced Latin Poetry.

*Prerequisite: Latin II or Director's approval.*

## Spanish Studies

- 4313-C Spanish I 5 credits**  
Spanish I is an introduction to the fundamentals of the Spanish language with emphasis on speaking, listening, reading, and writing. The students are introduced to basic vocabulary and grammar for practical application as well as information on Hispanic people, lands and culture.
- 4323-C/4322-H Spanish II 5 credits**  
Spanish II provides a more in-depth study of the Spanish language fundamentals with emphasis on more complex sentence structure and vocabulary. The course intends more use of the language and further study of Hispanic people and cultures.  
*Prerequisite: Spanish IA and IB, Spanish I College, or Director's approval.*
- 4333-C/4332-H Spanish III 5 credits**  
Spanish III students increase their knowledge of vocabulary and grammatical structures and practice aural/oral skills. In honors level reading skill is practiced through short stories and/or a novel. Students write compositions and essays. Geography and culture of the Hispanic world are studied. The class is conducted predominantly in Spanish.  
*Prerequisite: Spanish II or Director's approval.*
- 4343-C/4342-H Spanish IV 5 credits**  
Spanish IV students expand their vocabulary base and use more complex grammatical structures to express their ideas and opinions. Students write compositions and/or give oral presentations on various topics and situations. They examine the history and culture of the Hispanic world more deeply. Videos are shown to reinforce listening skills and to illustrate the culture. Students read short stories and selections from the novel, Don Quixote. Spanish is the dominant language in the class.  
*Prerequisite: Spanish III or Director's approval.*
- 4353-C/4352-H Spanish V 5 credits**  
Spanish V is designed for students who have completed Spanish IV. Students continue to develop communicative ability in the four language skills - listening, speaking, reading and writing via activities that immerse them in realistic cultural contexts. Students review and develop a more sophisticated level of speaking and writing. They increase their knowledge of the history, geography, and culture of various countries where the language is spoken. They read short stories, poems and a novel for a greater appreciation of the literature. Students use a wide variety of authentic video, audio, print and Internet resources to gain a better mastery of the language and understanding of Spanish-speaking cultures. The intent in level V, as in all the language courses, is for students to develop a level of functional proficiency in that language and to increase their understanding of various cultures that use the language, as well as a better understanding of themselves. *Prerequisite: Spanish IV or Director's approval.*
- 4351-AP Advanced Placement Spanish 5 credits**  
This course is for students who already have a good command of Spanish grammar and vocabulary and have competence in listening, reading, speaking and writing. Usually, the students in this course are in the final

stages of their high school training and have had substantial coursework in Spanish. Emphasizing the use of Spanish for active communication, the course encompasses aural/oral skills, reading comprehension, grammar and composition. The course objectives are for students to continue to develop the ability to understand spoken Spanish in various contexts; to increase their Spanish vocabulary sufficiently for reading newspaper and magazine articles, literary texts and other non-technical writings; and to increase their ability to express themselves with reasonable fluency and accuracy in both written and spoken Spanish. Course content is varied and includes the arts, current events and literature. Students are selected for this course based upon grades earned in previous Spanish courses and their Spanish teacher's recommendation. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 14) before selecting this course.*

## ADDITIONAL OFFERINGS

The following courses are available to students who have been recommended for enrollment.

**1028-U**                      **Academic Lab**    **2.5 credits**

The main focus of this course is to support students to develop the skills to access the curriculum using strategies and supports to with independence. The students will participate in instructional lessons to include: organizational strategies, test taking strategies, the writing process, mathematics problem solving, and transition planning; which will enable them to be successful in the general education curriculum and prepare students for post-secondary life. Students are made aware of their specific learning styles and how to compensate for any weaknesses. This is not intended as a course for homework completion. The homework may be used as an instructional tool. However the expectation should not be that students will complete all of their homework during this time. *This course may be taken every day or 4 days out of an 8-day cycle.*

**9172-U**                      **Academic Enrichment**    **1.25 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. The credits are based on a semester course. Students may be recommended for one or two semesters. Students may be recommended for more than one section of this course.

**PLATO**    **credits vary per student**

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

Name \_\_\_\_\_

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

## Four Year Plan

Department	Grade 9 Class of 2022	Grade 10 Class of 2021	Grade 11 Class of 2020	Grade 12 Class of 2019	Total Credits Required
English					
Math					
Science					
History					
PE/Health					
World Lang./ Fine Arts					
Information Technology					
Elective(s)					
Elective(s)					
Elective(s)					
Elective(s)					
<b>Total Minimum credits to graduate</b>	<b>130 to graduate</b>	<b>130 to graduate</b>	<b>125 to graduate</b>	<b>125 to graduate</b>	

# Stoughton High School

## Course Selection Sheet for 2018-2019

BRING THIS SHEET WITH YOU TO THE COMPUTER LAB COURSE REGISTRATION AND USE IT AS A GUIDE WHEN ENTERING YOUR COURSES. YOU WILL RECEIVE A PRINT OUT OF YOUR SELECTED COURSES AT THE END OF THE REGISTRATION

	Course Number & Level	Course Name	Credits
1. English			
2. Math			
3. Science			
4. History			
5. World Language			
6. PE			
7. Elective			
8. Elective			
9. Elective			
10. Elective			

Enter your Total Credits (must equal at least 40 credits) \_\_\_\_\_

Please list an alternate elective to take in the event that we are unable to assign you to your choices

### ALTERNATE ELECTIVE(S)

Course Name	Course #	
1.		
2.		
3.		
4.		