



# ABINGTON HIGH SCHOOL

## PROGRAM OF STUDIES

2017-2018

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# **Abington High School Program of Studies 2017-2018**

**TERESA SULLIVAN, PRINCIPAL  
JESSICA SULLIVAN, ASSISTANT PRINCIPAL**

## **Administrative Staff**

Peter Schafer, Superintendent of Schools  
Felicia Moschella, Assistant Superintendent for Business and Finance  
Dympna Thomas, Assistant Superintendent for Pupil Personnel Services

## **School Committee**

Ms. Kathleen Bailey  
Ms. Wendy Happel  
Ms. Ellen Killian  
Mr. Michael Kurowski  
Ms. Jannette Leary

## **Telephone Numbers**

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Superintendent's Office: 982-2150 Fax: 982-2157  
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Athletic Office: 982-0070  
District Web Site: [www.abingtonps.org](http://www.abingtonps.org)

Follow us on Twitter @ Abington High

Dear Students and Parents:

Abington High School's Mission Statement and academic, social and civic expectations drive all academic and student life at Abington High School. The Mission Statement emphasizes the importance of a diverse curriculum that also promotes the range of high school students' needs. Whatever the course, students will be challenged to think critically, solve problems and learn through writing, listening and discussing. We know how important these skills are for students to live productively in our world. Students are encouraged to develop their current interests and abilities and to try new areas to stimulate new interests.

Before making selections, students should read the general information in this book and carefully review the sections on academic and graduation requirements. While school personnel will make every effort to assist students, the final responsibility for meeting course and credit requirements for promotion and graduation rests with students and their parents. In planning their programs, they should consult with parents, teachers and guidance counselors.

The School Committee, as always, reserves the right to restrict or reduce course offerings, levels or the number of sections of a course, due to limitations of facilities, staffing, enrollment and/or budget. If you have any questions during this scheduling process, please call a guidance counselor at 781-982-2165.

Sincerely,

*Teresa Sullivan*

Teresa Sullivan  
Principal

It is the policy of the Abington Public Schools not to discriminate on the basis of race, sex, sexual orientation, gender identity, color, religion, national origin, age, handicap, or homelessness in its educational programs, services, activities, or employment practices as required by Chapter 151B of the General Laws; Chapter 622 of the Acts of 1971; Title IX of the State 1972 Educational Amendments; and Section 504 of the Rehabilitation Act of 1973.



## ABINGTON HIGH SCHOOL

### MISSION STATEMENT

Our mission is to provide a learning environment that promotes the intellectual, artistic, physical, cultural and emotional development of our students. We seek to create an educational experience based upon a curriculum reflecting the standards set forth in the Massachusetts curriculum frameworks. Recognizing and serving individual differences, interests and abilities, our educational community aims to prepare students to become informed, skilled and responsible citizens.

ABINGTON HIGH SCHOOL STUDENTS WILL:

**COMMUNICATE** effectively through speaking (CS), writing (CW), the arts (CA) and technology (CT).

**DEMONSTRATE** high level thinking skills to reason and problem solve (D).

**WORK** towards mastery of course specific content.

**PARTICIPATE** productively in their own educational progress.

**ACT** with respect towards the people, property and safety of our school community.

**EXHIBIT** appropriate social behavior that reflects kindness and tolerance.

All courses are expected to target school-wide expectations in which students *work toward mastery of course specific content and participate productively in their own educational process.* Individual courses may target additional school-wide expectations as indicated in each course summary.

## Accreditation

Abington High School is accredited by the New England Association of Colleges and Secondary Schools. Accreditation indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

### General Guidelines for Selecting Courses

A good rule to follow is: students should take the most demanding and diverse program that is appropriate for their abilities and interests. Abilities can be assessed from previous performance, teacher evaluations, tests, and student and parental perceptions of abilities. Interests may be more difficult to determine, especially in the early high school years.

Students should look at all of their remaining years in high school when planning their courses. Course selections should be taken very seriously because the courses and number of sections offered will be influenced by these selections. ***Students should not count on being able to change courses easily after their initial sign up.*** Therefore, we strongly encourage students to choose a minimum of two alternates for each elective course.

At the high school, a guidance counselor will help students in the course selection process. Group meetings are scheduled with students to discuss curricular offerings. These sessions will enable students to elect a suitable academic program for the following school year. Students are placed in core courses based on teacher recommendations. Appeals can be made to teacher recommended courses/levels until June 1.

Listed below are some general requirements for admission to programs of higher learning. They can be used as a guide to help students reach their educational objectives.

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

<u>Subject</u>	<u>Requirements for college freshmen</u>
<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)

A. General Four Year College Requirements:

1. 4 years English
2. 4 years of Mathematics
3. 2 years Social Studies
4. 2 years Laboratory Science
5. 2 years World Language

B. Highly Competitive Colleges:

1. The most difficult courses whenever possible
2. Math every year
3. Advanced study in World Language
4. 3-4 years Science
5. 3-4 years Social Studies

C. Two-Year Colleges and Certificate Programs:

The requirements for these programs vary widely depending on educational/vocational objectives. See your counselor to develop appropriate plan.

### Graduation Requirements

To meet the Department of Education requirements for Time and Learning and to earn a diploma from Abington High School, a student must be enrolled in a minimum of 30 credits each year. Students must earn 27 ½ credits each year totaling 110 credits over four years. The total graduation requirements must include the following:

English	20 credits (including Expository Writing in grade 12 or an AP 12 English course)
Mathematics	20 credits
Science	15 credits
Social Studies	15 credits (including one year of U.S. History)
Physical Education	10 credits (enrolled every year)
<b>Foreign Language</b>	<b>10 credits</b> }
<b>Health/Wellness</b>	<b>2.5 credits</b> }
<b>Digital Literacy/Computer Science</b>	<b>2.5 credits</b> }
<b>Technology/Engineering</b>	<b>2.5 credits</b> }

**Beginning with the Class of 2020**

Most students find that the time required to complete their high school program is four years. Under extenuating circumstances, provisions can be made for students to be eligible to receive a diploma after three years. (All course, credit and MCAS requirements must be met.) Parents must request in writing that the student be considered for early graduation. The Principal and Guidance Department will consider each case individually. *(Please note that early graduates are not factored into class rank and therefore will not be eligible to speak at graduation. However, they will be given an unweighted GPA.)*

### Massachusetts Competency Determination

In 1999, the Massachusetts Board of Education established the standard for the Competency Determination(CD), which is a condition for high school graduation under Massachusetts law (in addition to local graduation requirements). For the class of 2010 and subsequent classes in order to earn a CD, students must demonstrate mastery of a common core of skills, competencies and knowledge in the areas of Math, ELA and Science as measured by the MCAS.

- Students must meet or exceed the minimum Proficient score (240 or higher) on both Grade 10 ELA and Math, or
- Students must meet or exceed the minimum Needs Improvement score (220 or higher) on both ELA and Mathematics MCAS AND fulfill the requirements of an Educational Proficiency Plan (EPP) AND
- Students must meet or exceed the minimum Needs Improvement score (220) on the Science MCAS test.

### Scheduling Requirements

All students are required to fulfill the following scheduling requirements:

- Freshmen are required to take Critical Thinking and Design and Foreign Language
- Sophomores are required to take Health.

### Evaluation System

Students are evaluated with a report card four times during the year. Progress reports are issued midway through each term. A progress report may also be issued when a student is not working at a level consistent with his/her ability.

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

90-100	represents a high honor grade, reflecting outstanding work.
80-89	represents an honor grade, indicating a high quality of accomplishment.
70-79	represents average work, indicating accomplishment sufficient to continue in the subject.
60-69	represents passing, but not satisfactory work; not prepared for advanced work in certain sequential subjects.
0-59	represents not passing; no credit allowed.
Incomplete	incomplete due to excused absence or extended illness (must be made up prior to the close of the next term unless an extension is granted by the Principal or his/her designee).
WP	withdrawal while passing more than halfway through the course.
WF	withdrawal while failing more than halfway through the course.

### Course and Level Changes

Student placement in core courses is based on teacher recommendations in the spring. Appeals to these recommendations are allowed until June 1. Appeals must be made using the Recommendation Override Form. This form can be obtained in the Guidance Department. No changes to teacher recommended placements will be made after June 1.

Once the school year has begun, a parent must contact the teacher to request a level change.\* ***Any changes made after term 1 grades are issued will result in the original dropped course remaining on the student transcript showing a “WP” if passing or a “WF” if failing. The new added course will also show on the student transcript.***

If a change is deemed necessary, the student must obtain a Course/Schedule Change Form to be completed by the parent, teacher and department head. It is the student’s responsibility to complete the form and have all signatures in place. The guidance counselor will then review the request and issue a Drop/Add Form to adjust the student’s schedule if the change is approved.

\*Course changes are not allowed except to:

- Add a course in place of a Learning Center
- Change a course that was already taken
- Change a course to meet graduation requirements



No course may be dropped or added before week two of a semester or after week three of a semester. Requests for changes outside this time period must be initiated by a faculty member.

### **Course and Level Change Appeal Procedure**

Procedure for appealing a teacher's recommendation for placement in a leveled course or admission to a course:

1. If a parent or guardian wishes to appeal a recommendation regarding level placement or admission to a course, the parent should do so promptly, in writing, on the individual course request sheet before June 1.
2. If the course request sheet has already been turned in, the parent should write to the Director requesting a review of the teacher's recommendation.
3. The Director, the teacher and the student's guidance counselor will consult, review the student's grades, and if necessary, ask the student to complete an additional assessment facilitated by the Director.
4. This assessment, along with the student's grades and a meeting with the student, will provide the Director with information to accept or reject the recommendation of the teacher.
5. At the end of the year, if a student does not meet the criteria for remaining at the same level for a course, the student may retake the final exam of the pre-requisite course. The student must achieve an 80% or better on the exam which will be administered the last day of summer school.
6. If a student requests to move to a higher level course, the same process will be used requiring the student to earn an 80% on the higher level final exam as described above.
7. If the parent or guardian wishes to appeal the decision of the Director, the parent may appeal to the Principal in writing within forty-eight hours.
8. The Principal will review the recommendations of the teacher, the guidance counselor, and the Director; if necessary, the Principal will meet with the student and render a placement decision.

### **Class Rank**

#### **What is class rank?**

A student's rank in class is a measure of his/her academic performance relative to the achievement of others in the same class. It is often used by colleges, trade schools and employers in making admissions or employment decisions.

#### **What data is used to determine the rank?**

A student's rank in class is calculated using the final grades in all leveled courses. No unleveled courses are used in determining class rank.

#### **When is it computed?**

A student's class rank is computed at the end of grade 11. It is then recomputed quarterly during the student's senior year.

#### **How is class rank computed?**

**Step 1:** A final numerical grade for each student is computed for each leveled course taken. Failing grades are included.

**Step 2:** Weighted class rank equivalents are assigned for final grades at the appropriate level of difficulties (see grid on next page).

**Step 3:** The sum of the weighted grade equivalents are divided by the total number of credits attempted to determine the grade point average.

## How is class rank calculated for transfer students?

Class rank is a measure of student performance at Abington High School. Grades earned in courses taken in other school systems will not be computed when determining rank. In order to be given an official rank, a student must have been enrolled at Abington High School since the beginning of Grade 11.

Weights for final grades for computation of class rank.

<u>Grades Earned</u>	<u>AP</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
100	22	20	18	16
99	21.75	19.75	17.75	15.75
98	21.5	19.5	17.5	15.5
97	21.25	19.25	17.25	15.25
96	21	19	17	15
95	20.75	18.75	16.75	14.75
94	20.5	18.5	16.5	14.5
93	20.25	18.25	16.25	14.25
92	20	18	16	14
91	19.75	17.75	15.75	13.75
90	19.5	17.5	15.5	13.5
89	19.25	17.25	15.25	13.25
88	19	17	15	13
87	18.75	16.75	14.75	12.75
86	18.5	16.5	14.5	12.5
85	18.25	16.25	14.25	12.25
84	18	16	14	12
83	17.75	15.75	13.75	11.75
82	17.5	15.5	13.5	11.5
81	17.25	15.25	13.25	11.25
80	17	15	13	11
79	16.75	14.75	12.75	10.75
78	16.5	14.5	12.5	10.5
77	16.25	14.25	12.25	10.25
76	16	14	12	10
75	15.75	13.75	11.75	9.75
74	15.5	13.5	11.5	9.5
73	15.25	13.25	11.25	9.25
72	15	13	11	9
71	14.75	12.75	10.75	8.75
70	14.5	12.5	10.5	8.5
69	14.25	12.25	10.25	8.25
68	14	12	10	8
67	13.75	11.75	9.75	7.75
66	13.5	11.5	9.5	7.5
65	13.25	11.25	9.25	7.25
64	13	11	9	7
63	12.75	10.75	8.75	6.75
62	12.5	10.5	8.5	6.5
61	12.25	10.25	8.25	6.25
60	12	10	8	6

## Level Descriptions

Unleveled	<ul style="list-style-type: none"> <li>• Students accomplish work outlined in MA frameworks and curriculum guides.</li> <li>• See individual course descriptions in <i>Program of Studies</i> for expectations.</li> </ul>
Academic (Level 3)	<ul style="list-style-type: none"> <li>• Students accomplish work outlined in MA frameworks and curriculum guides.</li> <li>• Students complete directed reading with frequent teacher directed review.</li> <li>• Students will have homework that focuses on practicing and reviewing instructions.</li> <li>• Students will participate in pre-reading activities in order to provide structure for independent reading.</li> <li>• Students will do pre-writing tasks on a regular basis (<i>e.g.</i>, graphic organizers).</li> <li>• Student writing will always require multiple drafts for purposes of revision and editing.</li> <li>• Instruction and assignments that involve analysis, synthesis and evaluation will be highly structured and teacher directed.</li> <li>• Students depend on the teacher for explicit connections between and among subject areas, individual tasks and personal experience.</li> </ul>
Academic (Level 2)	<ul style="list-style-type: none"> <li>• Students accomplish work outlined in MA frameworks and curriculum guides.</li> <li>• Students will read independently, with teacher direction to clarify questions.</li> <li>• Students will have homework that focuses on preparing for, practicing and reviewing instruction.</li> <li>• Students require some review prior to application of knowledge and skill.</li> <li>• Student writing will sometimes require multiple drafts for purposes of revision and editing.</li> <li>• Instruction and assignments that involve analysis, synthesis and evaluation will be structured and teacher directed; students will work independently to gather the information necessary for these tasks.</li> <li>• Complex tasks are structured.</li> <li>• Instruction and assignments are balanced between teacher directed and teacher facilitated.</li> <li>• Students are prepared to participate in teacher facilitated discussion of knowledge and comprehension. Discussion of analysis, synthesis and evaluation must be teacher directed.</li> <li>• Students can sometimes discern the connections between and among subject areas, individual tasks and personal experience; sometimes they require direct instruction in order to see these connections.</li> </ul>
Honors (Level 1)	<ul style="list-style-type: none"> <li>• Students accomplish work outlined in MA frameworks and curriculum guides.</li> <li>• Students will complete reading tasks independently, with little pre-reading or review.</li> <li>• Students will have homework that focuses on preparing for and extending instruction.</li> <li>• Students will initiate and conduct discussion based on knowledge and comprehension, and move easily to a discussion of analysis, synthesis and evaluation.</li> <li>• Students will be able to conduct deep revision of writing assignments.</li> <li>• Students will be able to work on tasks requiring analysis, synthesis and evaluation independently or with a minimum of teacher guidance.</li> <li>• Students are able to discern the complex nature of tasks and plan accordingly.</li> <li>• Students see the relationships between and among subject areas, individual tasks, and personal experience with a minimum of teacher facilitation.</li> <li>• Students can conduct revision on their work and the work of their peers as well as edit standard written English.</li> </ul>
AP	<ul style="list-style-type: none"> <li>• Students accomplish work outlined in MA frameworks and curriculum guides.</li> <li>• Instruction takes place on a sophisticated level; assessments prepare for and match the intensity of AP examinations, especially timed essay writing.</li> <li>• Students will have homework that focuses on preparing for and extending assigned tasks; homework will include frequent completion of independent tasks.</li> <li>• Students read aggressively.</li> <li>• Students begin discussions on a level of analysis and move easily to evaluation.</li> <li>• Students pursue and create assignment of complexity, plan accordingly and execute tasks efficiently.</li> <li>• Students see the relationships between and among subject areas, individual tasks, and personal experience.</li> <li>• Students can conduct deep revision on their work and the work of their peers, as well as edit standard written English.</li> </ul>

## **When to Contact a Teacher**

When a student or parent has a concern about instruction or a course, it should be shared first with the teacher. When a disagreement arises that cannot be resolved by teacher/student/parent discussion, the student or parent should share the concern with the Director. If the problem remains unresolved, the parent should then contact the principal who will review the situation. Teacher changes are very difficult due to the necessity for balancing class enrollment and are, therefore, rarely made.

## **College Board Advanced Placement Courses**

A number of challenging college level courses that meet the College Board criteria are offered at Abington High School. Depending on course registration requests and staffing, the following courses may be offered: Art Studio, Biology, Calculus, Chemistry, AP Literature and Composition, AP Language and Composition, Physics, Statistics, European History and United States History.

Most of the nation's colleges and universities award credit, advanced standing, or both based on successful performance on the AP Exams, which are administered in May at the high school.

A detailed description of the individual AP courses offered at Abington High School is located in the department course listings. For additional information students should consult a guidance counselor or [www.collegeboard.org](http://www.collegeboard.org).

## **Massachusetts Dual Enrollment Program**

Students interested in taking courses at a Massachusetts public college or university for both high school and college credit may be eligible for the Dual Enrollment Program. Ask your guidance counselor for more information if you would like to be considered for this program. Courses taken in the Dual Enrollment Program will be granted five credits and considered level 1.

## **Vocational Education**

The South Shore Regional Vocational Technical High School is located in Hanover. This school offers programs of a more vocational or technical nature which are not available on many of the high school campuses of the contributing communities of Abington, Cohasset, Hanover, Hanson, Norwell, Rockland, Scituate, and Whitman.

Applicants for admission must be at least 14 years of age, and have satisfactorily completed Grade 8 or 9. Pupils in Grade 9 or beyond may apply and must spend a minimum of three years in the Vocational School. Courses offered include: Auto Body, Automotive Mechanics, Carpentry, Cosmetology, Culinary Arts, Drafting, Electrical, Electronics, Graphic Arts, Health Careers Technology, Heating/Ventilation and Air Conditioning, Industrial Electronics, Industrial Technology, Machine Shop, and Metal Fabrication/Welding.

Students may also pursue training at Norfolk County Agricultural High School in Walpole which offers courses for those interested in agricultural careers. Application for this school must be made in February prior to the year of intended enrollment. Interested students should notify guidance counselors when making course selections for the following year.

**COMMUNITY SERVICE  
GRADES 9-12**

**#884**

**UNLEVELED  
2.5 CREDITS**

This course provides students with meaningful opportunities to connect with and support community groups and needs. Students will be expected to engage in the school and community by researching, developing and presenting proposals to decision making bodies that are intended to address and resolve school and/or community issues. Students will learn how to problem solve, access the appropriate channels, and advocate for a position. This course also includes supervised group community service experiences.

Targeted Student Expectations (see page 4): CS, CW

**FOOD SERVICE MANAGEMENT  
GRADES 10-12**

**#824**

**UNLEVELED  
2.5 CREDITS**

In the “Green Market Café,” this course integrates students from the Co-op Program and offers a small sandwich take-out service for staff at Abington High School. Students will learn the attendant skills of a small business including record keeping, purchasing, budget management and customer service as well as food preparation techniques, menu planning, and nutrition. Enrollment will be limited to those students who are recommended by a guidance counselor and/or Co-op Program staff.

Targeted Student Expectations (see page 4): CS, CW

**INDEPENDENT STUDY  
GRADES 11-12**

**#700**

**LEVEL 1  
2.5/5 CREDITS**

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 volunteer as the student's mentor and evaluator. The student must submit a written proposal to the faculty member describing the project, time involvement expected, method of research to be utilized, anticipated outcomes, and expected course credit. The proposal will be reviewed by the appropriate director and approved by the principal. Independent study is an unusual, rigorous option; proposals will be considered only under exceptional circumstances and availability of faculty mentors. Independent study proposals may not duplicate course offerings available in the Program of Studies. *Department Head/Director and Principal approval required.*

**TRANSITION SKILLS  
AND RESOURCES  
GRADES 9-12**

**#520**

**UNLEVELED  
2.5 CREDITS**

This course is designed to help students plan their future. It will teach students the skills they need to take charge of their own transition planning. Dependent upon individual post-graduate vision, students will participate in instruction to acquire the skills to transition to post secondary education or competitive/supported employment. Course activities include, but are not limited to career assessment including interest, abilities and aptitude, college/employment expectations, interviewing skills, job seeking skills, personal budgeting, knowledge of local community resources, and reasonable ADA accommodations. *(By recommendation only)*

Targeted Student Expectations (see page 4): CS, CW, CT

## ENGLISH AS A SECOND LANGUAGE

### **ESL 1 GRADES 9–12**

**#831 (Semester)**

**UNLEVELED  
2.5 CREDITS**

ESL 1 is a course designed to provide direct and explicit instruction of the English Language to English Language Learners (ELLs) at the WIDA ELD levels of Entering (Level 1). Additionally, the course will incorporate the Massachusetts Newcomer Curriculum designed by MATSOL for those students who are entirely new to the English language.

The curriculum objectives align with the WIDA English Language Development (ELD) Standards which represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The objectives aim to develop English communicative competency for social and instructional language (ELD Standard 1) and academic language and skills necessary for successful achievement in grade level content area instruction (WIDA ELD Standards 2-5). The Massachusetts English Language Arts Curriculum Frameworks also serve as a foundation for the course and help to define the course objectives.

The curriculum resources for ESL 1 will include *Milestones Intro, & Inside the USA Newcomer Workbook*. Teachers are also encouraged to utilize additional resources from the web and core academic content areas to support the objectives. The curriculum will include formative and summative assessments in the areas of English Proficiency in Reading, Writing, Speaking and Listening directly connected to the classroom objectives and instruction.

Targeted Student Expectations (see page 4): CS, CW

### **ESL 2 GRADES 9–12**

**#832 (Semester)**

**UNLEVELED  
2.5 CREDITS**

ESL 2 is a course designed to provide direct and explicit instruction of the English Language to English Language Learners (ELLs) at the WIDA ELD levels of Beginning (Level 2).

The curriculum objectives align with the WIDA English Language Development (ELD) Standards which represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The objectives aim to develop English communicative competency for social and instructional language (ELD Standard 1) and academic language and skills necessary for successful achievement in grade level content area instruction (WIDA ELD Standards 2-5). The Massachusetts English Language Arts Curriculum Frameworks also serve as a foundation for the course and help to define the course objectives.

The curriculum resources for ESL 2 will include *Milestones A & Great Writing Levels 1-2*. Teachers are also encouraged to utilize additional resources from the web and core academic content areas to support the objectives. The curriculum will include formative and summative assessments in the areas of English Proficiency in Reading, Writing, Speaking and Listening directly connected to the classroom objectives and instruction.

Targeted Student Expectations (see page 4): CS, CW

### **ESL 3 GRADES 9–12**

**#833 (Semester)**

**UNLEVELED  
2.5 CREDITS**

ESL 3 is a course designed to provide direct and explicit instruction of the English Language to English Language Learners (ELLs) at the WIDA ELD levels of Developing (Level 3).

The curriculum objectives align with the WIDA English Language Development (ELD) Standards which represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The objectives aim to develop English communicative competency for social and instructional language (ELD Standard 1) and academic language and skills necessary for successful achievement in grade level content area instruction (WIDA ELD Standards 2-5). The Massachusetts English Language Arts Curriculum Frameworks also serve as a foundation for the course and help to define the course objectives.

The curriculum resources for ESL 3 will include *Milestones B & Great Writing Levels 1-3*. Teachers are also encouraged to utilize additional resources from the web and core academic content areas to support the objectives. The curriculum will include formative and summative assessments in the areas of English Proficiency in Reading, Writing, Speaking and Listening directly connected to the classroom objectives and instruction.

Targeted Student Expectations (see page 4): CS, CW

**ESL 4**  
**GRADES 9 – 12**

**#834 (Semester)**

**UNLEVELED**  
**5 CREDITS**

ESL 4 is a course designed to provide direct and explicit instruction of the English Language to English Language Learners (ELLs) at the WIDA ELD levels of Expanding (Level 4) and Bridging (Level 5).

The curriculum objectives align with the WIDA English Language Development (ELD) Standards which represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The objectives aim to develop English communicative competency for social and instructional language (ELD Standard 1) and academic language and skills necessary for successful achievement in grade level content area instruction (WIDA ELD Standards 2-5). The Massachusetts English Language Arts Curriculum Frameworks also serve as a foundation for the course and help to define the course objectives.

The curriculum resources for ESL 4 will include *Milestones C & Great Writing Levels 2-5*. Teachers are also encouraged to utilize additional resources from the web and core academic content areas to support the objectives. The curriculum will include formative and summative assessments in the areas of English Proficiency in Reading, Writing, Speaking and Listening directly connected to the classroom objectives and instruction.

Targeted Student Expectations (see page 4): CS, CW

**VIRTUAL HIGH SCHOOL**  
**GRADES 10-12**

**#794**  
**#795**

**AP**  
**5 CREDITS**  
**LEVEL 1**  
**2.5 CREDITS**

Abington High School offers students in grades 10 – 12 the opportunity to take a course for credit through the "Virtual High School" (VHS). These courses augment the existing high school curriculum, so students can study in areas that are not currently available to them at Abington High School. Since all instruction and interaction takes place over the Internet, through the VHS World Wide Web site, students must be independent, responsible, and organized to succeed. Interested students and parents are encouraged to visit [www.govhs.org](http://www.govhs.org) for additional information, and consult with their guidance counselors as they select courses.

Targeted Student Expectations (see page 4): CW, CT

## ART

The variety of art course offerings at Abington High School provides distinctive experiences and knowledge for all students regardless of their artistic ability and career interests. The vague notion of talent is not a prerequisite for electing a course, but interest and enthusiasm are essential. Students can elect art courses for personal development, cultural and creative exploration and enrichment and portfolio development for college admission.

The arts are a core subject area. *The Massachusetts Arts Curriculum Framework* (October 1999) states, "In dance, music, theatre and the visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts." The Massachusetts high school program of studies (MassCore) recommends at least a full year of arts courses (visual art, music, theater or dance) before graduation.

Each course incorporates art making, art appreciation, and art evaluation, using a fine art creative problem-solving approach in which art projects have no single solution. Field trips to art museums and exhibits are scheduled, and professionals in commercial and fine art are invited to discuss and demonstrate their work.

Instruction in all art courses embodies many of the high school academic expectations by enabling students to authentically communicate in the arts, demonstrate high level thinking skills, work toward mastery of course specific content, and participate productively in their own educational progress.

All courses with the exception of Sculpture I, Digital Art and Photography I and Graphic and Digital Design may be repeated for additional study and credits. Students interested in preparing an art portfolio for college admissions are recommended to take an art course each year in high school.

### **DRAWING AND PAINTING I GRADES 9-12**

**#600 (Semester)**

**UNLEVELED  
2.5 CREDITS**

In this survey course, students will explore a variety of art materials and approaches through projects designed to develop observational skills, imagination, and to introduce the basic language of visual art. This course can serve as a foundation for those who intend to advance to future art courses or for those who elect art for personal creative enrichment and enjoyment.

Targeted Student Expectations (see page 4): CA, D

### **DRAWING AND PAINTING II GRADES 9-12**

**#601**

**UNLEVELED  
5 CREDITS**

This course is designed for students who wish to further their exploration of new visual possibilities with projects that promote more in-depth experiences. Emphasis is placed on developing sensitive observation skills, creative and critical thinking capabilities, and an awareness of the compositional elements and principles of drawing and painting. Quality art work of past and present artists will be studied for appreciation and reference. *Prerequisite: Successful completion of Drawing and Painting I in a previous year or consent of the junior high or high school art teacher.*

Targeted Student Expectations (see page 4): CA, D



**ANIMATION  
GRADES 10-12**

**#621**

**UNLEVELED  
5 CREDITS**

Students will learn the basic principles of animation through a variety of hands-on experiences, demonstrations, and exercises. They will explore and learn the animation techniques including 2D cutouts, Claymation, computer and hand drawn animation. In addition, they will learn to develop and use storyboards, use cameras and edit both audio and video materials. All students will learn to explore basic movement, timing and soundtrack/dialogue synchronization. At the end of the course students will be able to put into motion their own vision and stories.

Targeted Student Expectations (see page 4): CA, CT

**SCULPTURE I  
GRADES 9-12**

**#604 (Semester)**

**UNLEVELED  
2.5 CREDITS**

This course for beginning and advanced students introduces a variety of sculpture materials and processes. Projects are designed to expand the student's ability to express ideas in a three-dimensional format. Basic skills are exercised and three-dimensional concepts explored utilizing art work from the history of sculpture as a standard for high quality.

Targeted Student Expectations (see page 4): CA, D

**SCULPTURE II  
GRADES 10-12**

**#605**

**UNLEVELED  
5 CREDITS**

This course offers students more in-depth explorations into sculptural materials, processes and ideas. Emphasis is placed on developing sensitive observational and tactile skills, creative and critical thinking capabilities, and awareness of the compositional elements and principles of three-dimensional art. Quality art work of past and present artists will be studied for appreciation and reference. *Prerequisite: Successful completion of Sculpture I with a grade of at least 85 or permission from the high school art teacher.*

Targeted Student Expectations (see page 4): CA, D

**DIGITAL ART  
AND PHOTOGRAPHY I  
GRADES 9-12**

**#609 (Semester)**

**UNLEVELED  
2.5 CREDITS**

In this course students learn to see and explore their ideas and environment through the study of art and technology by creating original digital images and graphic designs. A variety of tools will be utilized including the computer, scanner, digital camera, color printer and a range of software and the Internet. The course emphasizes the artistic and technical aspects of recording and making images and the creative application of the visual art language and image manipulation. A variety of open-ended themes will be studied along with artists from the past and present as they relate to each project. *Incoming freshmen must have the consent of the Middle School Art Instructor.*

Targeted Student Expectations (see page 4): CA, CT, D

**DIGITAL ART  
AND PHOTOGRAPHY II  
GRADES 10-12**

**#610**

**UNLEVELED  
5 CREDITS**

This course will emphasize the artistic and technical knowledge acquired in Digital Art and Photography I along with experimentation and exploration of new visual content, techniques and

technologies including digital video. Students are expected to develop more self-direction, individual interests and technical control through the personal interpretation of photographic and art making assignments. Visual art content, compositional considerations and image quality will be discussed during individual and class critiques. Visual art of the past and present will be studied as it relates to each art making assignment. *Prerequisite: Successful completion of Digital Art and Photography I with a grade of at least 85 or permission from the high school art teacher.*  
Targeted Student Expectations (see page 4): CA, CT, D

**GRAPHIC AND DIGITAL DESIGN #611 (Semester) UNLEVELED**  
**GRADES 9-12 2.5 CREDITS**

This course explores the art of digital design, graphics, typography, illustration, web page design and photography. The projects in this course will emphasize visual communication and creative design using the visual art language, technology and the world of ideas. High quality examples of the commercial arts from many cultures of the past and present will be studied in this course. Home assignments are given. *Incoming freshman must have the consent of the Middle School Art Instructor.*  
Targeted Student Expectations (see page 4): CA, CT, D

**DIGITAL ART AND PHOTOGRAPHY #615 (Semester) LEVEL 1**  
**PORTFOLIO DEVELOPMENT 2.5 CREDITS**  
**GRADES 10-12**

**DRAWING & PAINTING #617 LEVEL 1**  
**PORTFOLIO DEVELOPMENT 5 CREDITS**  
**GRADES 10-12**

**SCULPTURE PORTFOLIO #619 LEVEL 1**  
**DEVELOPMENT 5 CREDITS**  
**GRADES 10-12**

Portfolio Development courses are for students who are considering a career in art and who are preparing portfolios for college admissions. Demanding and advanced art projects are tailored for each student. These courses are designed to further develop the individual artistic thinking, exploration and vision of students in the pursuit of high quality art work. Portfolio Development distinction may be selected in Drawing and Painting, Digital Art and Photography II and Sculpture II. *Prerequisite: Successful completion of an art course the previous year and a recommendation by the high school art teacher.*  
Targeted Student Expectations (see page 4): CA, D

**STUDIO ART #612 AP**  
**GRADE 12 5 CREDITS**

AP Art Studio is intended for students who wish to pursue serious study in the arts and requires a more significant commitment of time and effort than other art courses. This course enables highly motivated students to perform at the college level while still in high school. Students enrolled in this course work toward a performance-based portfolio exam which includes three sections assessing quality, concentration and breadth. Students who do not complete the AP assessment will receive level 1 credit. *Prerequisite: Successful completion of Drawing and Painting Portfolio Development the previous year and a recommendation by the high school art teacher.*  
Targeted Student Expectations (see page 4): CA, D

**COOPERATIVE ART  
GRADES 11-12**

**#625 (Semester)**

**UNLEVELED  
2.5 CREDITS**

The Cooperative Art Class will allow juniors and seniors, with or without Visual Art experience, to work alongside students from the Life Skills program to develop and create cooperative projects from art curriculum. This semester long class will run once a year in either the fall or the spring and will alternate between the Sculpture I and Drawing and Painting I courses each year. This class will be of interest to students who may want to explore education, and/or visual art education as a career path. Assessment will be based on project development, reflective writing and portfolio development.

Targeted Student Expectations (see page 4): C, A

**Art Department Course Offerings**

Course Offerings	Credits	Grade 9	Grade 10	Grade 11	Grade 12	Level	Course #
Drawing and Painting I	2.5	*	*	*	*	Unleveled	600
Drawing and Painting II*	5	*	*	*	*	Unleveled	601
Animation	5		*	*	*	Unleveled	621
Sculpture I	2.5	*	*	*	*	Unleveled	604
Sculpture II	5		*	*	*	Unleveled	605
Digital Art and Photography I*	2.5	*	*	*	*	Unleveled	609
Digital Art and Photography II	2.5		*	*	*	Unleveled	610
Graphic and Digital Design*	2.5	*	*	*	*	Unleveled	611
Digital Art and Photography Portfolio Development	2.5		*	*	*	Level 1	615
Drawing & Painting Portfolio Development	5		*	*	*	Level 1	617
Sculpture Portfolio Development	5		*	*	*	Level 1	619
Studio Art AP	5				*	AP	612
Cooperative Art	2.5			*	*	Unleveled	625

\*Consent of the Middle School art teacher.

It is recommended that students interested in preparing an art portfolio for college admission, take an art course each year.

**BUSINESS**

Regardless of your career plans, the Business Department offers courses that will help you fulfill many of your professional and personal goals. All courses are scheduled in the business computer lab enabling web-based instruction. The Business Department strives to help Abington High School students achieve the district mission of preparing students to become informed, skilled and responsible citizens.

In response to National Business Educator Association initiatives, our goal is to provide students with curricula that reflect the application of course content to realistic business situations and engages students in learning situations that promote both academic and career success. Exploration of career possibilities is an integral component in all courses.

Business courses develop the critical thinking skills, human relation skills and positive attitudes needed for career satisfaction and advancement in our complex and constantly changing workplace. Every student at Abington High School can benefit from the courses described below.

**ACCOUNTING I** #532 (Semester) **UNLEVELED**  
**GRADES 9 -12** **2.5 CREDITS**

This course will provide the foundation needed for post-secondary business programs. The course covers the fundamental principals of accounting procedures used to solve business problems and make business decisions. Topics of study include the accounting equation, journals, ledgers, worksheets, financial statements, special journals, payroll and taxes for a business set up as a sole proprietorship or partnership. This course also includes casework as well as computer lab projects. Targeted Student Expectations (see page 4): CS, CT

**ACCOUNTING II** #533 (Semester) **UNLEVELED**  
**GRADES 9 – 12** **2.5 CREDITS**

This course is an extension of the Accounting I course. The topics of discussion include the accounting equation, journals, ledgers, worksheets, financial statements, special journals, payroll and taxes for a business set up as a corporation. This course also includes casework as well as computer lab projects. *Prerequisite: Accounting I must be taken before registering for Accounting II.* Targeted Student Expectations (see page 4): CS, CT

**PERSONAL FINANCE** #543 (Semester) **UNLEVELED**  
**AND BANKING** **2.5 CREDITS**  
**GRADES 9 -12**

This course will provide the foundation to help students make sound personal financial decisions. Case analysis, career exploration, stocks, bonds, insurance, taxes, as well as current financial and economic topics will be presented.

Targeted Student Expectations (see page 4): CS, CT

**BUSINESS FINANCE** #544 (Semester) **UNLEVELED**  
**AND BANKING** **2.5 CREDITS**  
**GRADES 9 – 12**

This course will provide the foundation to help students make sound business financial decisions. Case analysis, career exploration, investing, taxes, insurance, as well as current financial and economic topics as they pertain to the business world will be presented.

Targeted Student Expectations (see page 4): CS, CT

**MARKETING** #510 (Semester) **UNLEVELED**  
**GRADES 9-12** **2.5 CREDITS**

This course will apply the seven basic functions of marketing to everyday situations. Students will evaluate products and promotions of major companies such as Pepsico, Nike and Sony. Students will explore common marketing myths, misleading advertising, and legal and ethical issues. The course will also include marketing math, market research and a number of marketing campaigns and presentations during the semester. Sports and entertainment marketing are also presented in this course.

Targeted Student Expectations (see page 4): CS, CT

**ENTREPRENEURIAL STUDIES #594 (Semester)**  
**GRADES 9-12**

**UNLEVELED**  
**2.5 CREDITS**

Entrepreneur: An individual who is willing to take the risk of investing time and money in a business that has the potential to make a profit or incur a loss. This course will acquaint students with the basics needed to start their own business. It will examine the role of an entrepreneur working within the free enterprise system. Entrepreneurship will be studied from the perspective of an emerging entrepreneur discussing such topics as entrepreneurship as a career, the necessary personal characteristics of successful entrepreneurs, using creativity, analyzing markets and competition, planning a new enterprise, marketing a product or service, obtaining financing and preparing a financial plan.

Targeted Student Expectations (see page 4): CS, CT

**CAREER EXPLORATION #590**  
**(By Application Only)**  
**GRADE 11**

**LEVEL 2**  
**5-10 CREDITS**

Students learn about the types of businesses and organizations that exist in the local, regional, national and global economy, about the occupations of the people who work in those businesses and organizations, about the educational steps needed to prepare for desired careers, and about the ways that people shape their career paths. They learn about trends in the labor market and jobs that are in demand in a range of occupations and industries.

Career awareness experiences happen in the classroom, on field trips, after school, or in summer enrichment programs. They may be hands-on experiences or they may consist of reading or writing activities. Students begin to formulate career aspirations during the awareness phase. *Prerequisite: Department Head/Director Recommendation Required*

Students will

- \*Take career interest inventories/assessments
- \*Explore job market information through websites and publications
- \*Listen to career speakers
- \*Participate in a career day or career fair
- \*Job shadow in areas of interest
- \*Complete career-related research projects

Targeted Student Expectations (see page 4): CW, CS, CT

**CAREER IMMERSION PROJECT #592**  
**(By Application Only)**  
**GRADE 12**

**LEVEL 2**  
**5-10 CREDITS**

Students will participate in a workplace internship designed to help students gain work experience and develop skills necessary to navigate the workplace. Career immersion experiences include:

- In-depth work in a career-related class
- Career-related clubs and after-school activities
- Internships or cooperative education placements
- Entrepreneurial projects
- After-school and summer jobs
- Any other experience in which students are learning through active participation in a career-related role

These hands-on immersion experiences are complemented by formal instruction, including classes, workshops, or one-on-one coaching. Reflection is a key component, with students having opportunities to reflect on what they are learning to evaluate skills they are gaining and to continuously re-visit, refine and reflect on short-term and long-term goals. *(Department Head/Director Recommendation Required) Prerequisite: Career Exploration*

Targeted Student Expectations (see page 4): CW, CS, CT

## ENGLISH

Our goal is to instruct, support, and challenge all students so that they attain proficiency in the skills of reading, writing, listening, and speaking. Students proficient in the English Language Arts can:

- *Demonstrate independence in reading and writing;*
- *Build strong content knowledge;*
- *Respond in writing and speaking to the varying demands of audience, task, purpose and discipline;*
- *Comprehend as well as critique a variety of texts as readers and listeners;*
- *Value evidence in a variety of communication situations;*
- *Use technology and digital media strategically and capably, and*
- *Come to understand other perspectives and cultures.*

--based on *Massachusetts Curriculum Framework for English Language Arts and Literacy*, March 2011, page 9.

All English courses will evolve in conformity with guidelines recommended by the *Massachusetts Curriculum Framework for English Language Arts and Literacy*, incorporating the *Common Core State Standards (2011)*. Our long-term focus is to prepare all students for career and college readiness, both for the near future and for life-long learning.

The English department recognizes and capitalizes on the connections among the language arts in an integrated ELA program of instruction and assessment. The study of literary texts is the focus in English courses so that students may both understand our literary heritage and appreciate the artistry of the spoken and written word. Vocabulary instruction emerges from the context of reading. Every student will read widely from a range of texts, narrative, poetry, drama, and the literary non-fiction of diaries, essays, speeches, and journalism. These texts will become models for student writing.

Our goal for reading is to promote student achievement in reading comprehension of complex literary and informational texts, so that all students read independently and proficiently. Students read more closely for key ideas and details as well as authors' choices in craft and structure of texts, developing reading comprehension skills at both literal and inferential levels.

Our goal for writing is to promote student achievement in creating a variety of text types for a wide range of audiences and purposes: narratives, informative/explanatory essays, and arguments. They will continue to pre-write, draft, revise, edit, publish and reflectively self-assess their written work. Writing instruction will target specific skills relating to mechanics, grammar, organization and style. Students will write routinely over extended time frames with time for research, reflection and revision as well as shorter time frames for a range of tasks.

The English department fosters achievement of the AHS Academic Expectation that *all students will learn to communicate effectively in writing in every English Language Arts course, at every level*. All students communicate their understanding of texts in writing through journals, reader's logs, note-taking, essays, exams, creative writing, and research papers or projects. Students then transfer these writing skills to coursework of other content areas and authentic writing situations. All English courses will emphasize development of the speaking and listening skills necessary for participation in discussions. It is important for students to learn to answer questions and support their observations with evidence; however, it is as important for them to learn to ask clarifying questions in order to increase their understanding and independence as learners. The proficient use of technology supports spoken and written communication; students word process essays, use presentation software, seek information on the Internet and in databases, explore and create various digital media products in order to express themselves and engage in the exchange of ideas as the

types of communication processes continue to evolve. Currently, students read and write blogs, submit assignments through email, and create short films to demonstrate their understanding of and their ability to apply skills to new tasks and situations.

<b>ENGLISH 9</b>	<b>#011</b>	<b>LEVEL 1</b>
	<b>#012</b>	<b>LEVEL 2</b>
	<b>#013</b>	<b>LEVEL 3</b>
		<b>5 CREDITS</b>

English 9 focuses on developing critical reading skills and using a variety of writing strategies. Students read work representing a range of cultures, from ancient to contemporary, in a variety of genres in this thematically based course, which explores connections between literature and life. In addition, students expand their skills in research methods, discussions, and oral presentations. Library orientation and introduction to department procedures such as Sustained Silent Reading, Reader's Logs and exam writing are also part of the curriculum.

Targeted Student Expectations (see page 4): CW

<b>ENGLISH 10</b>	<b>#021</b>	<b>LEVEL 1</b>
	<b>#022</b>	<b>LEVEL 2</b>
	<b>#023</b>	<b>LEVEL 3</b>
		<b>5 CREDITS</b>

English 10 is a continuation of the development of higher level thinking skills in reading and writing. Students will read regularly from various genres, focusing on literary concepts that emerge from diverse communities. Students will write frequently in response to a wide range of assignments and projects, including research. Students will also read and write about connections between classic and contemporary literature in the global community. They will participate in discussions, conduct oral presentations and develop interdisciplinary projects.

Targeted Student Expectations (see page 4): CW 23

<b>ENGLISH LANGUAGE AND COMPOSITION AP GRADE 11</b>	<b>#036</b>	<b>ADVANCED PLACEMENT 5 CREDITS</b>
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*Prerequisites: A recommendation of an English teacher, a timed writing sample, and completion of an intensive summer reading project. It is mandatory to take the AP Language and Composition Examination when it is offered in order to receive AP course credit for work done during this academic year. This course takes the place of a regularly scheduled grade 11 English course.*

“The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing... In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading texts from various disciplines and periods as well as personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize materials from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), and the American Psychological Association (APA).

Targeted Student Expectations (see page 4): CW

**AMERICAN LITERATURE  
GRADE 11**

**#031  
#032**

**LEVEL 1  
LEVEL 2  
5 CREDITS**

This course is designed to motivate students to think about their place as citizens in society and about the issues with which the United States still struggles. Students in this course will look at cultural practices and problems in the U.S. through various lenses. The students will analyze issues such as bigotry, poverty, alienation, immigration and the disintegrating family structure through various genres of literature, film and current and past events. They will focus on arguing to answer philosophical questions in their writing. What will become of the next generation? What keeps these issues alive? Who is responsible? Students will ultimately decide the role of education in addressing the issues plaguing America as well as how education offers opportunities to examine and question the promises made in key American texts.

Targeted Student Expectations (see page 4): CW

**ENGLISH 12  
GRADE 12**

**#041  
#042**

**LEVEL 1  
LEVEL 2  
5 CREDITS**

Students in this year-long capstone course explore and answer the departmental essential question for reading: What does literature reveal to us about humanity and ourselves? As readers, students answer this question by considering a variety of literary texts, both traditional and contemporary, from diverse cultural perspectives. Student response to reading will include independent literary analysis as well as collaborative evaluation evolving from analytical discussions of narrative, drama, poetry, creative non-fiction, and visual texts such as websites, podcasts, video, and film.

As writers, students will explore and answer these essential writing questions: What are my strengths and weaknesses as a writer? What kind of progress have I made? What are my long-term writing goals? Students will review a collection of their secondary school writing to recognize and continue to develop their individual voices and styles as writers and speakers to purposefully address a variety of audiences in expository, narrative, argumentative, and creative modes.

Common departmental assessments will provide opportunities for students to reflect on their cumulative reading and writing experience.

Targeted Student Expectations (see page 4): CS, CW

**ENGLISH LITERATURE  
AND COMPOSITION AP  
GRADE 12**

**#047**

**ADVANCED PLACEMENT  
5 CREDITS**

*Prerequisites: A recommendation of an English teacher, a timed writing sample, and completion of an intensive summer reading project. Admission to AP Language and Composition for grade 11 does not guarantee admission to this course. It is mandatory to take the AP Literature and Composition Examination when it is offered in order to receive AP credit for work done during this academic year.*

"An AP course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and



pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone."

--*Advanced Placement English Literature and Composition Course Description, The College Board (December 2012)*, [http://www.collegeboard.com/student/testing/ap/sub\\_englit.html?englit](http://www.collegeboard.com/student/testing/ap/sub_englit.html?englit).

Reading for this AP course in Literature will be both wide and deep. The course will include rigorous, intensive study of representative works from various genres and periods, from the sixteenth to the twentieth century, concentrating on works of recognized literacy merit, including poetry, drama, prose fiction, expository literature. The AP examination is weighted toward student writing about literature in an analytical manner.

Targeted Student Expectations (see page 4): CW

<b>PUBLIC SPEAKING</b>	<b>#061 (Semester)</b>	<b>LEVEL 1</b>
<b>GRADE 12</b>	<b>#062 (Semester)</b>	<b>LEVEL 2</b>
		<b>2.5 CREDITS</b>

This course will give students the opportunity to practice and perfect their public speaking skills. During the semester, students will explore how to become effective orators in a variety of formal and informal situations. Basic speaking skills will be learned and practiced, master orators will be 25 observed, and original speeches will be written, practiced and memorized. Students will be expected to demonstrate the skills they have learned in a final performance. Students will write analyses and critiques of their peers' performances. Practice outside of class will be essential to success.

Targeted Student Expectations (see page 4): CS, CW

<b>POETRY: THE POWER OF WORDS</b>	<b>#071 (Semester)</b>	<b>LEVEL 1</b>
<b>GRADE 12</b>	<b>#072 (Semester)</b>	<b>LEVEL 2</b>
		<b>2.5 CREDITS</b>

This course is designed for seniors who have a passion for poetry or just want to learn more about what makes a poem a poem. Students will have opportunities to read, hear, recite and write a variety of poems. Through direct lessons, discussion, quizzes and independent work, students will identify and analyze poetic elements. Students also write a variety of poems and edit them during "writers' circle" sessions, where students receive feedback from their peers and the teacher. In addition, students write weekly reflections.

Targeted Student Expectations (see page 4): CA, CS

<b>ANALYTICAL WRITING:</b>	<b>#044 (Semester )</b>	<b>LEVEL 1</b>
<b>SCRIPTS TO SCREEN</b>	<b>#045 (Semester)</b>	<b>LEVEL 2</b>
<b>GRADE 12</b>		<b>2.5 CREDITS</b>

Students in this class will read, view, analyze and evaluate the visual narratives of television, stage, and screen in order to learn how one writes a script and produces a visual narrative. Also, they will analyze the intent of writers, the role of the director, and the choices of performers in order to write effective reviews of movies, TV/cable series, and documentaries. The class will also keep a viewing journal, discuss and write about trends in entertainment and popular culture as well as the impact of emerging technology and social media influences. Works will include literary classics, drama, comedy, and informational productions, mainstream as well as independent films, in order to discuss the impact of story on an audience.

Targeted Student Expectations (see page 4): CA, CS

**JOURNALISM  
GRADES 9 – 12**

**#054**

**UNLEVELED  
5 CREDITS**

Students in this course will be introduced to news outlets such as newspapers, television news media, and internet news sites in order to learn how organizations and individuals report news and shape public opinion. They will read/view, analyze, and evaluate local, state, national and world news as well as compare and contrast the treatment of a story in various media outlets, including the citizen journalism of social media. Students will write, edit, photograph, and broadcast news of the school and community as well as develop features, conduct interviews and investigations to build interest and awareness of issues important to their audience. Discussions about fairness and bias, journalistic ethics and the responsibility of news media will be a significant thread of discussion and practice. This course does not fulfill ELA graduation requirements.

Although this class will contribute to the work of The Green Wave Gazette and its students are strongly encouraged to do so, they are not required to join the after school co-curricular club.

Targeted Student Expectations (see page 4): CA, CS

**ELA WORKSHOP  
GRADES 9-10**

**#050**

**UNLEVELED  
2.5 CREDITS**

This course offers targeted ELA support to students who need to improve reading comprehension and writing skills. Students will apply reading strategies specific to texts they are reading in class, study relevant vocabulary and grammar concepts, and participate in writing conferences on writing assignments connected to their current English classes.

Targeted Student Expectations (see page 4): CW, CS

**English Department Course Offerings**

<b>Course Offerings</b>	<b>Credits</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Level</b>	<b>Course Number</b>
English 9	5	*				1,2,3	011,012,013
English 10	5		*			1,2,3	021,022,023
AP English Language & Composition	5			*		AP	036
American Literature	5			*		1,2	031,032
AP English Literature Comp	5				*	AP	047
English 12	5				*	1,2	041, 042
Poetry	2.5				*	1,2	071,072
Public Speaking	2.5				*	1,2	061,062
Analytical Writing: Scripts to Screen	2.5				*	1,2	044,045
Journalism	5	*	*	*	*	Unleveled	054
ELA Workshop	2.5	*	*			Unleveled	#050

**FOREIGN LANGUAGES**

Language proficiency, or the ability to use language for purposeful communication, is the major goal of all foreign language courses. Conversation and culture are integrated in all teaching and learning situations in the foreign language class. In order to conform to the recommendations of the Foreign Languages Curriculum Frameworks, students are encouraged to continue their study of French or Spanish through senior year. The foreign language curriculum meets school-wide expectations by providing students with opportunities to communicate effectively through speaking and writing, to demonstrate high level thinking skills and to work toward mastery of content. *Incoming freshmen will be placed into courses based on the results of a placement exam and teacher recommendations.*

**FRENCH I** #411 **LEVEL 1**  
**GRADES 9 – 11** **5 CREDITS**  
*(Grade 12 by recommendation only)*

This course introduces students to the French language and culture. Students will develop a basic competency in the foreign language skills of listening, speaking, reading, and writing. Additionally, students will develop an awareness and appreciation of the francophone world. Vocabulary and grammar lessons will be presented thematically.  
Targeted Student Expectations (see page 4): CS, CW, CT

**FRENCH II** #421 **LEVEL 1**  
**GRADES 10 - 12** **5 CREDITS**

This course will continue to develop the foreign language skills of listening, speaking, reading, and writing that were begun in French I. Students will continue to develop an awareness and appreciation of the francophone world. As in French I, vocabulary and grammar lessons will be presented thematically. *Prerequisite: French I, level 1 average of at least 80% and/or teacher recommendation.*  
Targeted Student Expectations (see page 4): CS, CW, CT

**FRENCH III** #431 **LEVEL 1**  
**GRADES 11 - 12** **5 CREDITS**

In this course students will continue to develop the four foreign language skills of listening, speaking, reading, and writing and an appreciation and awareness of the francophone world. Greater emphasis will be placed on reading and writing skills than in the previous two years. Students will be expected to use French throughout the class, give oral presentations, comprehend more advanced readings, and write short essays. *Prerequisite: French II, level 1 average of at least 80% and/or teacher recommendation.*  
Targeted Student Expectations (see page 4): CS, CW, CT, D

**FRENCH IV** #441 **LEVEL 1**  
**GRADE 12** **5 CREDITS**

In this course students will study the history of France from the Middle Ages through the French Revolution. Students will also be introduced to the literary masterpieces of this time period. Drama, poetry, essays, short stories, and excerpts from novels will be read and analyzed. Students will be expected to use critical thinking skills while expressing themselves in written and spoken French. The course will include advanced vocabulary and grammatical structures. *Prerequisite: French III, level 1 average of at least 80% and/or teacher recommendation.*  
Targeted Student Expectations (see page 4): CS, CW, CA, CT, D

**FRENCH V** #442 **LEVEL 1**  
**GRADE 12** **5 CREDITS**

In this course students will study the history of France from the post French Revolution era through the 21st century. Students will also be introduced to the literary masterpieces of this time period. Drama, poetry, essays, short stories, and excerpts from novels will be read and analyzed. Students will be expected to use critical thinking skills while expressing themselves in written and spoken French. The course will include advanced vocabulary and grammatical structures. *Prerequisite: French IV, level 1 average of at least 80% and/or teacher recommendation.*  
Targeted Student Expectations (see page 4): CS, CW, CA, CT, D

**SPANISH I  
GRADES 9-12**

**#451**

**LEVEL 1  
5 CREDITS**

This course is designed for students who have no prior experience in Spanish or who would benefit from reinforcement of Spanish 1 skills. Students will develop a basic competency in the foreign language skills of listening, speaking, reading, and writing. Additionally, students will develop an awareness and appreciation of the Hispanic world. Vocabulary and grammar lessons will be presented thematically. *Prerequisite: Incoming freshmen's placement will be based on performance on placement exam and teacher recommendation. Those students already at the high school must have teacher and director recommendations.*

Targeted Student Expectations (see page 4): CS, CW, CT

**SPANISH I  
GRADES 9-12**

**#452**

**LEVEL 2  
5 CREDITS**

This course is designed for students who have no prior experience in Spanish or who would benefit from reinforcement of Spanish I skills. This course will parallel Spanish I, level 1 but with less intensity and depth. *Prerequisite: Incoming freshmen's placement will be based on performance on placement exam and teacher recommendation. Those students already at the high school must have teacher and director recommendations.*

Targeted Student Expectations (see page 4): CS, CW, CT

**SPANISH II  
GRADES 9-12**

**#461**

**LEVEL 1  
5 CREDITS**

This course will continue to develop the foreign language skills of listening, speaking, reading, and writing that were begun in Spanish I. Students will continue to develop an awareness and appreciation of the Hispanic world. As in Spanish I, vocabulary and grammar lessons will be presented thematically. *Prerequisite: Incoming freshmen's placement will be based on performance on the placement exam and teacher recommendation. Students enrolled in Spanish I level 1 at the high school must have an average of at least 80% and/or teacher recommendation. Students who have taken Spanish I level 2 and wish to take this course must also have departmental approval.*

Targeted Student Expectations (see page 4): CS, CW, CT

**SPANISH II  
GRADES 9-12**

**#462**

**LEVEL 2  
5 CREDITS**

This course will continue to develop the foreign language skills of listening, speaking, reading, and writing that were begun in Spanish I. Students will continue to develop an awareness and appreciation of the Hispanic world. As in Spanish I, vocabulary and grammar lessons will be presented thematically. Spanish II, level 2 will parallel Spanish II, level 1 but will progress at a slower pace and not go into the depth of the level 1 course. *Prerequisite: Incoming freshmen's placement will be based on performance on the placement exam and teacher recommendation. Students enrolled in Spanish I level 2 at the high school must have a passing grade in Spanish I and/or teacher recommendation.*

Targeted Student Expectations (see page 4): CS, CW, CT

**SPANISH III  
GRADES 10-12**

**#471**

**LEVEL 1  
5 CREDITS**

In this course students will continue to develop the four foreign language skills of listening, speaking, reading, and writing and an appreciation and awareness of the Hispanic world. Greater emphasis will be placed on reading and writing skills than in the previous two years. Students will be expected to use Spanish throughout the class, give oral presentations, comprehend more advanced readings, and write short essays. *Prerequisite: Spanish II, level 1 average of at least 80% and/or*

*teacher recommendation. Students who have taken Spanish II, level 2 and wish to take this course must also have departmental approval.*

Targeted Student Expectations (see page 4): CW, CW, CT, D

**SPANISH III  
GRADES 10-12**

**#472**

**LEVEL 2  
5 CREDITS**

In this course students will continue to develop the four foreign language skills of listening, speaking, reading, and writing and an appreciation and awareness of the Hispanic world. Greater emphasis will be placed on reading and writing skills than in the previous two years. Students will be expected to use Spanish throughout the class, give oral presentations, comprehend more advanced readings, and write short essays. Spanish III, level 2 will parallel Spanish III, level 1 but will progress at a slower pace and not go into the depth of the level 1 course. *Prerequisite: A passing grade in Spanish II, level 2 and/or teacher recommendation.*

Targeted Student Expectations (see page 4): CW, CW, CT, D

**SPANISH IV  
GRADES 11-12**

**#481**

**LEVEL 1  
5 CREDITS**

This course will continue to develop the four foreign language skills of listening, speaking, reading, and writing while doing more accelerated work. The course will include advanced vocabulary and grammatical structures. Students will be introduced to the art, literature and culture of the Hispanic world using authentic works. Students will be encouraged to use critical thinking skills while expressing themselves in written and spoken Spanish. *Prerequisite: Spanish III, level 1 average of at least 80% and/or teacher recommendation. Students who have taken Spanish III, level 2 and wish to take this course must also have departmental approval.*

Targeted Student Expectations (see page 4): CA, CS, CW, CT, D

**SPANISH IV  
GRADES 11-12**

**#482**

**LEVEL 2  
5 CREDITS**

This course will continue to develop the four foreign language skills of listening, speaking, reading, and writing while doing more accelerated work. The course will include advanced vocabulary and grammatical structures. Students will be introduced to the art, literature and culture of the Hispanic world using authentic works. Students will be encouraged to use critical thinking skills while expressing themselves in written and spoken Spanish. Spanish IV, level 2 will parallel Spanish IV, level 1 but will progress at a slower pace and not go into the depth of the level 1 course. *Prerequisite: Spanish III, level 2 average of at least 70% and/or teacher recommendation.*

Targeted Student Expectations (see page 4): CA, CS, CW, CT, D

**SPANISH V  
GRADE 12**

**#483**

**LEVEL 1  
5 CREDITS**

This course will expand the student's ability to communicate in Spanish through the continued development of the four basic skills of listening, speaking, reading, and writing. Course activities will focus on improving speaking and listening skills necessary for effective communication and reading and analyzing authentic literature from the Hispanic world. Students will demonstrate increased vocabulary knowledge and proficiency in the use of grammatical structures by writing essays of length appropriate to this level. Oral communication activities will emphasize pronunciation, intonation, and fluency. *Prerequisite: Spanish IV, level 1 average of at least 80% and/or teacher recommendation. Students who have taken Spanish IV, level 2 and wish to take this course must have departmental approval.*

Targeted Student Expectations (see page 4): CA, CS, CW, CT, D

## LIBRARY AND INFORMATION TECHNOLOGY

### **LIBRARY AND INFORMATION TECHNOLOGY SERVICES**

**#910 (Semester)**

**UNLEVELED  
2.5 CREDITS**

This course is an opportunity for students to assist the librarian with daily tasks and activities, in addition to technology maintenance, assisting in collection development tasks, library automation and clerical work. Students will be required to work independently on various weekly assignments using information literacy skills and pass in a final project at the end of the term. The interested student must possess basic technology skills and a willingness to work independently. *Prerequisite: Completed proposal (available in guidance) submitted to Library/Media Specialist.* Targeted Student Expectations (see page 4): CT, D

### **DIGITAL LITERACY GRADES 9–10**

**#905 (Semester)**

**UNLEVELED  
2.5 CREDITS**

In this course, students will develop fluency in the uses and impact of technology for living, learning and working. Students will demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic communication at home, in school and in society. Students will learn effective search strategies, multiple ways to save and organize electronic information, and design and implement a personal learning plan that includes the use of technology to support lifelong learning. Topics will include copyright laws, plagiarism and appropriate methods of citation.

Targeted Student Expectations (see page 4): CW, CS, D

## MATHEMATICS AND COMPUTER SCIENCE

"As science and technology have come to influence all aspects of life, from health and environment to financial affairs and national defense, so mathematics has come to be of vital importance to the educational agenda of our nation." Recognizing that mathematics is the foundation of science and technology and that mathematical literacy is essential in this technological age, All mathematics courses will allow students to meet the following academic expectations as stated in the school's mission statement: Demonstrate high level thinking skills to reason and problem solve and work toward mastery of course specific content.

*NOTE: STUDENTS WISHING TO SELECT NON-SEQUENTIAL MATH COURSES SHOULD CONSULT WITH THE MATHEMATICS DEPARTMENT HEAD.*

### **ACCELERATED ALGEBRA I GRADE 9**

**#210**

**LEVEL 1  
5 CREDITS**

This course is designed for students who have successfully completed Accelerated Math in Grade 8. Students entering this course must have mastered operations with integers and solving linear equations. Throughout this course students will learn to represent situations using variables, functions, inequalities, systems, graphs, tables, and matrices. They will learn to perform operations on variable expressions, to solve quadratic equations and to see the patterns and power in mathematics. This is a fast-paced course in which there is emphasis on work done outside the class. A graphing calculator is required for this course. *Prerequisite: 83% or better in Accelerated Math in Grade 8.*

Targeted Student Expectations (see page 4): D

**ALGEBRA I  
GRADE 9**

**#211**

**LEVEL 2  
5 CREDITS**

A course designed for students who have previously demonstrated above average ability and achievement in mathematics. The course includes all the usual topics of algebra from properties of real numbers and the use of variables through quadratic equations and irrational numbers.

*Prerequisite: 80% or better in Grade 8 Mathematics level 2 or 70% or better in Grade 8 Mathematics Level 1, or less than 83% in Accelerated Algebra in grade 8.*

Targeted Student Expectations (see page 4): D

**ALGEBRA I: Part 1  
GRADE 9**

**#213**

**LEVEL 3  
2.5 CREDITS**

This course is designed for students who have demonstrated average ability in mathematics. This course is a semester course that covers topics such as solving equations and inequalities, linear functions and solving systems of equations and inequalities. This course is a pre-requisite to Algebra I: Part 2. Students who successfully complete this course should take Algebra I part II the following semester. Algebra I: Parts 1 and 2 count as a full year of math and can be applied toward the requirement for graduation.

Targeted Student Expectations (see page 4): D

**ALGEBRA I: Part 2  
GRADE 9**

**#214**

**LEVEL 3  
2.5 CREDITS**

This course is designed for students who have demonstrated average ability in mathematics. This course is a semester course that covers topics such as exponential functions, polynomials, quadratic functions, and radical expressions and equations. This course can only be taken after successful completion of Algebra I part 1. Students who successfully complete Algebra I Part 1 should take Algebra I part 2 the following semester. Algebra I parts 1 and 2 count as a full year of math and can be applied toward the requirement for graduation.

Targeted Student Expectations (see page 4): D

**ACCELERATED GEOMETRY  
GRADE 10**

**#221**

**LEVEL 1  
5 CREDITS**

This course will apply the knowledge learned in Accelerated Algebra I to geometric and trigonometric concepts. It is taught in an inquiry-based style exploring topics of plane geometry, transformational geometry, coordinate geometry, vectors and trigonometry. This is a fast paced, rigorous course, with a concentration on proofs and geometry through an algebraic perspective, in which there is emphasis on work done outside the class. *Prerequisite: 83% or better in Accelerated Algebra I in grade 9.*

Targeted Student Expectations (see page 4): D

**GEOMETRY  
GRADE 10**

**#222**

**LEVEL 2  
5 CREDITS**

The classic study of two dimensional space through the use of deductive reasoning and logical proof. Euclidean postulates lead to a study of the relationship between points, lines, polygons, circles, polyhedral and trigonometric ratios. In particular, a careful study of various triangles and their respective properties is done throughout the year. A scientific calculator is highly recommended for this course. *Prerequisite: 70% or better in Algebra I, level 2.*

Targeted Student Expectations (see page 4): D

**GEOMETRY  
GRADE 10**

**#223**

**LEVEL 3  
5 CREDITS**

Geometry is studied with emphasis on factual knowledge of spatial relationships. The same topics as in Level 2 Geometry are included but with more attention to applications and less emphasis on deductive proof.

Targeted Student Expectations (see page 4): D

**MASTERING MATH FOR MCAS  
GRADE 10**

**#225 (Semester)**

**UNLEVELED  
2.5 CREDITS**

In this semester course, students will become familiar with the mathematical topics covered on the MCAS test. The course will focus on Geometry and Measurement as well as Statistics and Probability. Through the use of hands on activities, students will gain an understanding of the concepts. Problem solving strategies as well as test taking strategies are stressed in this course. This course is recommended for students who are not enrolled in Geometry in their sophomore year as well as for students who have struggled with the MCAS test in the past. (Students who continue to struggle may be enrolled in MCAS tutoring for an additional semester.)

Targeted Student Expectations (see page 4): D

**ACCELERATED ALGEBRA II  
& TRIGONOMETRY  
GRADE 11**

**#231**

**LEVEL 1  
5 CREDITS**

This course finishes the topics from Algebra II and completes the topics in Pre-Calculus. This course is for juniors planning on taking AP Calculus in their senior year. This course provides a rigorous study of mathematical reasoning and structure that includes quadratic functions, polynomials, sequences and series, irrational numbers, complex numbers, logarithms, matrices, trigonometric functions, and circular functions. A graphing calculator will be used on a regular basis to explore these topics. A graphing calculator is required for this course. *Prerequisite: Successful completion of Accelerated Algebra I and Accelerated Geometry, level 1, with an 83% or better.*

Targeted Student Expectations (see page 4): D

**ALGEBRA II & TRIGONOMETRY  
GRADE 11**

**#232**

**LEVEL 2  
5 CREDITS**

This course offers a thorough review of the topics of Algebra I followed by a study of real numbers, complex numbers, coordinate and analytic geometry including conic sections, trigonometry, circular functions, logarithms, and sequences and series. A graphing calculator is required for this course. *Prerequisite: 70% or better in Algebra I, level 2.*

Targeted Student Expectations (see page 4): D

**ALGEBRA II  
GRADE 11**

**#233**

**LEVEL 3  
5 CREDITS**

This course provides an extensive review and expansion of elementary topics covered in Algebra I Level 3 followed by a study of quadratic equations, complex numbers, polynomials, rational exponents and rational functions. Trigonometry is not included in this course. A graphing calculator is required for this course.

Targeted Student Expectations (see page 4): D



**CALCULUS**  
**GRADE 12**

**#240**  
**#250**

**AP – 7.5 CREDITS**  
**LEVEL 1 – 5 CREDITS**

Calculus is a powerful mathematical tool used in art, business, foreign policy and many natural, social sciences and STEM (Science, Technology, Engineering and Mathematics) careers. This is a fast-paced course with an emphasis on work completed outside the class. The technology of the hand-held graphing calculator is used extensively to explore derivatives, integration, related rates and volume. Students who choose to take Calculus at the AP level will have a double class second semester. To meet the requirements for this course, students should take the Advanced Placement test in the spring. Students who do not take the AP examination will receive level 1 credit. A graphing calculator is required for this course. *Prerequisite: 80% or better in Accelerated Algebra II and Trigonometry, level 1.*  
Targeted Student Expectations (see page 4): CT, D

**PRE-CALCULUS**  
**GRADE 12**

**#242**

**LEVEL 2**  
**5 CREDITS**

Calculus is a powerful mathematical tool used in art, business, foreign policy and many natural, social sciences and STEM (Science, Technology, Engineering and Mathematics) careers. This is a pre-calculus course which encompasses a study of complex numbers, trigonometry, higher degree functions, finite and infinite series, probability, conic sections and statistics. It presupposes a solid foundation in algebra (2 years) and geometry. A graphic calculator will be used on a regular basis to explore these topics. A graphing calculator is required for this course. *Prerequisite: 70% or better in Algebra II and Trigonometry, level 2.*  
Targeted Student Expectations (see page 4): D

**ADVANCED ALGEBRA**  
**AND TRIGONOMETRY**  
**GRADE 12**

**#243**

**LEVEL 3**  
**5 CREDITS**

This course incorporates the study of logarithms and trigonometry and extends many of the topics covered in Algebra II, Level 3. Emphasis is placed on analysis with the use of a graphic calculator. Students considering STEM careers or Allied Health careers should strongly consider this course. A graphing calculator is required for this course.  
Targeted Student Expectations (see page 4): D

**DISCRETE MATHEMATICS**  
**GRADE 12**

**#244**

**LEVEL 2**  
**5 CREDITS**

Twenty-five people walk into a room. Everyone shakes hands with each other person once. How many handshakes took place? This problem can be solved using models, digraphs, charts, 32 formulas and many intuitive ways. Discrete math is the study of these models and other techniques to attack problems of counting, sorting and searching. It also involves the probabilities of winnings and algorithms for efficiency. Topics such as the mathematics of voting, scheduling, circuit theory, graph theory, growth and symmetry, fair division schemes, probability, statistics and the mathematics of money are covered in this course. *Prerequisite: 70% or better in Algebra II and Trigonometry, level 2.*  
Targeted Student Expectations (see page 4): D

**MATHEMATICAL PROBLEM**  
**SOLVING**  
**GRADES 9-10**

**#251 (Semester)**

**UNLEVELED**  
**2.5 CREDITS**

Mathematical Problem Solving is a semester course in which students will explore mathematics

by developing strategies in problem solving. These strategies include working backwards, breaking problems into sub-problems, attribute listing, and logical deductions. Mathematics topics covered will include finite differences, networks, diagramming, and matrices. An emphasis is placed on explaining solutions through writing.

Targeted Student Expectations (see page 4): CW, D

**QUANTITATIVE LITERACY  
GRADE 12**

**#253**

**LEVEL 3  
5 CREDITS**

This course is designed to increase the awareness of how numbers in the world around us can affect our life. Do you know how much your car payment will be? Can you tell why a polygraph works? What is the likelihood in the NBA draft that the team with the worst record gets the number one pick? What is better for the economy, inflation or deflation? This course covers these items and more including financial literacy, problem solving, probability and mathematical modeling. Students enrolled in this course should be enrolled in another math class as well or have permission from the department heads. *Prerequisite: Successful completion of Algebra II.*

Targeted Student Expectations (see page 4): CT, D

**STATISTICS  
GRADE 12**

**#274**

**#275**

**AP  
LEVEL 1  
5 CREDITS**

This course will introduce students to the concepts and tools used to collect, analyze, and draw conclusions from data. Students planning to continue studying in the fields of social sciences, health sciences, and business, as well as those planning a major in science, engineering, or mathematics would benefit from this course. Effective use of technology, including the use of spreadsheet software and graphing calculator, will be integral to the course. This course is rigorous and will prepare students for the AP Statistics exam. The pace of this class is predetermined by the College Board, i.e., at the AP level. Students who are taking the class for Level 1 credit will receive modified homework assignments and assessments, but the pace and depth of the class of AP. A graphing calculator is required for this course. *Prerequisite: Successful completion of Algebra II and Trigonometry and teacher recommendation.*

Targeted Student Expectations (see page 4): CT, D

**EXPLORING COMPUTER  
SCIENCE  
GRADES 9-12**

**#261 (Semester)**

**#262 (Semester)**

**LEVEL 1  
LEVEL 2  
2.5 CREDITS**

Did you enjoy the hour of code? Do you wonder how things work? If so, perhaps Exploring Computer Science is for you. Exploring computer science is a semester course that explores the topics of computing systems, development of webpages and the basics of coding. In this project-based class students will learn about safety and security concepts, how computer hardware works, how to use HTML and CSS to design webpages, and to program in the language of scratch to create games and animations. In addition to these topics, a basics of robotics will be explored using Edison Robots.

Targeted Student Expectations (see page 4): CT, D

**COMPUTER SCIENCE PRINCIPLES  
GRADES 11-12**

**#271**

**LEVEL 1  
5 CREDITS**

Computer Science Principles is a rigorous course that introduces the process and logic of programming. In this course students will study algorithms, computing systems, networks,

simulations, graphics, and programming. In addition, the concepts of operating systems, digital security, search engines and social media will be explored. This class requires students to work both individually and collaboratively to solve problems. Due to the algorithmic, logical and computational thinking embedded in this course, the five credits earned for this course can be applied toward the twenty credits needed in mathematics to graduate.  
Targeted Student Expectations (see page 4): CT. D

### Mathematics Department Course Offerings

Course Offerings	Credits	Grade 9	Grade 10	Grade 11	Grade 12	Level	Course #
Accelerated Algebra I	5	*				1	210
Algebra I	5	*				2	211
Algebra I (Parts 1 & 2)	2.5	*				3	213/214
Mathematical Problem Solving	2.5	*	*			Unleveled	251
Accelerated Geometry	5		*			1	221
Geometry	5		*			2/3	222/223
Mastering Math for MCAS	2.5		*			Unleveled	225
Accelerated Algebra II & Trig	5			*		1	231
Algebra II & Trig	5			*		2	232
Algebra 2	5			*		3	233
Pre-Calculus	5				*	1/2	241/242
Calculus	7.5/5				*	AP/1	240/250
Advanced Algebra and Trigonometry	5				*	3	243
Statistics	5				*	AP/1	274/275
Discrete Math	5				*	2	244
Quantitative Literacy	5				*	L3	253
Exploring Computer Science	2.5	*	*	*	*	1/2	261/262
Computer Science Principles	5			*	*	1	271

### Mathematics Department Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
Accelerated Algebra L1	Accelerated Geometry L1	Accelerated Algebra II and Trig L1	AP/L1 Calculus AP/ L1 Statistics Discrete Math L2
Algebra I L2	Geometry L2	Algebra II and Trig L2	AP/L1 Statistics Discrete Math L2 Pre-Calculus L2
Algebra I L3 Problem Solving ( UNL)	Geometry L3 MCAS MATH (Elective)	Algebra II L3	Advanced Algebra and Trigonometry L 3 Quantitative Literacy L3

## MUSIC

The Music Department offers both curricular and cocurricular experiences in music and in active music making. Music is a core subject of the Massachusetts Curriculum Frameworks and Masscore recommends that every student study the arts for a minimum of one year.

The study of music fosters artistic development, critical thinking, intellectual curiosity and the pursuit of life-long learning. Through performing and responding to music, students develop individualized skills, realize a sense of belonging, and establish connections with their school and community. The study of music encompasses many of the school-wide academic expectations by offering students the opportunity to communicate in the arts, demonstrate high level thinking skills, work toward mastery of course specific content, and participate productively in their own educational progress.

Through their participation in ensembles (performance classes,) musicians use individual and collaborative skills, and deepen expressive sensitivity through guided study of core repertoire and performance preparation.

**CONCERT BAND  
GRADES 9-12**

**#671 (Full Year)  
#676 (Semester)**

**LEVEL 1  
UNLEVELED  
2.5/5 CREDITS**

Concert Band is an opportunity for students to play a wide variety of literature which is selected from core Band repertoire. Regular class rehearsals, offer training in advanced technical skills necessary to develop the individual's capabilities to construct and experience the creative process and to challenge their critical thinking abilities. Performance is an integral part of this class, because the performance experience cannot be replicated. Students who elect Concert Band Level 1 will:

- Demonstrate a high level of musical skills and understanding
- Submit a practice record at the end of each term which will include practice material, practice hours, and reflection on progress
- Attend and submit written review of live performances 3 times/year
- Spend a minimum of three hours per term using music as a means of community service.

Targeted Student Expectations (see on page 4) CA, D

**CHORUS  
GRADES 9-12**

**#680 (Full Year)  
#683 (Semester)**

**LEVEL 1  
UNLEVELED  
2.5/5 CREDITS**

This course is perfect for any student who likes to sing. We explore the creative process by singing a variety of musical styles ranging from popular and contemporary pieces to more traditional concert music. This class takes a multifaceted approach in which students learn the basics of healthy vocal production, improve their music literacy skills and develop critical thinking and listening skills. The study and practice that takes place during each semester will culminate in a performance. No prior singing experience is necessary.

Targeted Student Expectations (see on page 4) CA, D

**MUSIC IN OUR LIVES  
GRADES 10-12**

**#691 (Semester)**

**UNLEVELED  
2.5 CREDITS**

Music in Our Lives is a sociological approach to the study of music with a focus on the value music has in people's lives. It encourages students to view music in a social context rather than as abstract information to be learned for its own sake. It presents music as a natural and essential ingredient of one's own life and of human life in all cultures. The course utilizes an activity based text that emphasizes critical thinking and listening skills.

Targeted Student Expectations (see page 4): CS, CW, D

**CHAMBER MUSIC  
GRADES 10-12**

**#672 (Full year)  
#673 (Semester)**

**UNLEVELED  
2.5/5 CREDITS**

This is an opportunity for students to play or sing in small groups. Music will be selected from solo and ensemble literature. This is a class for the most serious Concert Band and Concert Choir members who will enjoy learning challenging literature in a small group.

Targeted Student Expectations (see page 4): CA, D

**MUSIC THEORY  
GRADES 10-12**

**#692 (Semester)**

**UNLEVELED  
2.5 CREDITS**

This non-performance music elective is open to all Grade 10-12 students interested in studying music theory. It is intended as a course of study for any student with some background in playing an instrument or singing. Students will explore scales, chords, and harmony as related to music from the 1700's to the present. Students will be assessed through a combination of tests, homework assignments, and classroom activities.

Targeted Student Expectations (see page 4): CA, D

**ELECTRONIC MUSIC I  
GRADES 10-12**

**#693 (Semester)**

**UNLEVELED  
2.5 CREDITS**

This non-performance elective is open to all Grade 10 – 12 students interested in learning about the basic elements of music through technology. Students will learn basic piano skills, notation and compositional techniques in order to create original music as well as looking at issues surrounding music and technology. Students are assessed through mastery of course specific software and individual projects. No musical background is required.

Targeted Student Expectations (see page 4): CA, CT

**ELECTRONIC MUSIC II  
GRADES 10 – 12**

**#694 (Semester)**

**UNLEVELED  
2.5 CREDITS**

Students will build upon the skills acquired in Electronic Music with a focus on more advanced music theory, compositional technique and forms of music to create new and original works. Each unit covered will be a more in-depth study of the basic elements of music and the software used in Electronic Music. Some piano skills are necessary for this course. This course would be appropriate for college bound students interested in furthering their musical studies. *Prerequisite: Electronic Music I, advanced music students or teacher recommendation.*

Targeted Student Expectations (see page 4): CA, CT, D

**GUITAR I  
GRADES 10 - 12**

**#675 (Semester)**

**UNLEVELED  
2.5 CREDITS**

This semester course is designed for students with no previous experience. Students will learn the basics of guitar playing and music fundamentals including reading/playing pitch, rhythm, tablature and chords. Students will play alone and together as they gain the skills to become independent musicians. Students will also listen to and analyze performances of guitarists in a variety of styles. Students will be required to perform in one after-school recital or concert. Students are required to have their own guitar, preferably an acoustic guitar.

Targeted Student Expectations (see page 4): CA, D

**MEDIA PRODUCTION  
GRADES 9 – 12**

**#048**

**UNLEVELED  
5 CREDITS**

Students in this class will focus their attention on recording and covering events in the Abington Public Schools and in the community of Abington. The class will generate ideas for stories and segments that are of importance or interest to the community as well as learn how to film and edit coverage. Each student will broadcast news, cover events, interview newsmakers and learn how to build and manage an archive on-line. Discussions about fairness and bias, journalistic ethics and the responsibility of news media in a community will be an important thread of discussion and practice. This class will contribute to local cable's coverage of the school and community. Targeted Student Expectations (see page 4): CA, CS

**MOVIES THAT ROCK  
GRADES 10-12**

**#650 (Semester)**

**UNLEVELED  
2.5 CREDITS**

In this semester long class, students will study and examine major musical artists and significant musical events portrayed on film (Biopics, documentaries and historical representations). Upon completion of viewing a film, students will research events to determine historical accuracy and examine public perception of the subject. Assessment methods utilized will include group projects and discussions, as well as individual research and writing assignments. Communication skills will be essential as this class will be largely discussion based. Students will also need to write clearly, objectively, and persuasively. Targeted Student Expectations (see page 4): CA, D

**ROCK BAND  
GRADES 10-12**

**#660 (Semester)**

**UNLEVELED  
2.5 CREDITS**

In this semester long course, students will learn about the fundamentals of pop and rock music through singing and playing the guitar, bass, keyboard and drums. The students will learn basic instrumental and vocal techniques, improvisational skills as well as music reading skills by studying the rhythm patterns, drum beats, guitar riffs, bass lines and song structures used in popular music. Individual and group practice during the semester will prepare students for a showcase at the end of the course. No previous music experience is required. Upon successful completion of this course, students will be able to understand the range of instruments in a rock band, develop musical instrument skills for beginning students, develop music reading skills, understand the rhythmic and harmonic patterns of the rock style and understand basic song forms. Targeted Student Expectations (see page 4): CA, D

**SCIENCE/TECHNOLOGY/ENGINEERING**

In support of STEM education (Science, Technology, Engineering and Mathematics), the four year high school program of science makes every attempt to provide a hands on, inquiry-based learning experience in the four basic areas of science (i.e., physical science, life science, earth and space science, and technology/engineering.) In addition, our students must meet the College and Career Readiness standards in science which entails the ability to research and write about specific topics. Our mission is to provide rigorous course work designed to support the needs of students as they enter college or a competitive work force in our global economy.

Along with the ninth grade semester course, Critical Thinking and Design, students are required to elect three years of science and are encouraged to choose from a wide variety of elective courses.

The grade 9 and 10 Science courses are core science requirements not only as a culmination of the PreK-10 science program and MCAS preparation, but also as preparation for all grade 11 and 12 science offerings. The high school science sequence continues in grades 11 and 12 with courses offered to provide a sound, hands-on, inquiry-based, and student centered experience to all students.

**CRITICAL THINKING  
AND DESIGN  
GRADE 9**

**#350 (Semester)**

**UNLEVELED  
2.5 CREDITS**

Critical Thinking and Design is a one semester course designed to follow and expand the concepts of the Middle School Technology Education courses. It utilizes the science and engineering inquiry driven model supported by the Massachusetts Science and Technology/ Engineering Curriculum Frameworks. Students will be instructed in a variety of teaching and learning modes, individual and group research projects, and hands on projects. All classroom activities will have real world application and will stress the nature of technology and the impact of technology on society. Areas of study will include the realms of communication, manufacturing, transportation and construction technologies, emphasizing the system and design processes.

Targeted Student Expectations (see page 4): CT, D

**BIOLOGY  
GRADE 9**

**#321**

**LEVEL I  
5 CREDITS**

The Level 1 biology program is a rigorous academic experience and is designed to provide a development of important biological principles introduced in the K - 8 science curriculum. Students are encouraged to discipline themselves by adjusting to the requirements involving reading independently, creating projects, and extensive hands-on laboratory investigations including creating formal lab reports on specific laboratory investigations. It is expected that students will gain a deep appreciation of the subject matter and use this course as a foundation for continued education in science. Previously gained scientific knowledge and behaviors will be continually stressed and refined. This course serves as a basic foundation for the Advanced Placement program in grades 11 or 12. *Prerequisite : Currently enrolled in level 1 Math course and recommendation of grade 8 science teacher.*

Targeted Student Expectations (see page 4): CS, CW, D

**BIOLOGY  
GRADE 9**

**#322**

**LEVEL 2  
5 CREDITS**

This course is designed to help students acquire an understanding of science and the scientific approach and is an extension of the life science curriculum in grades K - 8. It is a college preparatory-level course which stresses the cellular and evolutionary concepts of life on earth and offers an in-depth investigation into the ways of science, especially biological science. Laboratory work and science inquiry are stressed throughout. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their laboratory work. Curricular content and teaching strategies will conform to the standards described in the Massachusetts Science and Engineering Technology Frameworks.

Targeted Student Expectations (see page 4): D

**MCAS BIOLOGY  
GRADES 10 – 12**

**#324**

**LEVEL 3  
5 CREDITS**

This course is designed for those students needing further remediation in Biology in order to

successfully pass the MCAS exam. The course will center on the standards as outlined in the Massachusetts Science and Technology Engineering Frameworks and identified weaknesses in MCAS results. The learning standards will be the main focus of this course include the following: The Chemistry of Life; Cell Biology; Genetics; Anatomy and Physiology; Evolution and Biodiversity; and Ecology. *Prerequisite: Student must be recommended by the Science Department Chairperson.*

Targeted Student Expectations (see page 4): D

**PRINCIPLES OF BIOLOGY  
GRADE 10**

**#327**

**LEVEL 2  
5 CREDITS**

This course is designed for students who have demonstrated a need for individualized attention and pacing to achieve mastery in the Biological Sciences. This course is an extension of Grade 9 Biology level 2, emphasizing project based work and lab activities while covering content that conforms to, but not limited to, the standards described in the Massachusetts Science and Engineering Technology Frameworks. All students are required to bring a calculator to class.

Targeted Student Expectations (see page 4): D

**PHYSICAL SCIENCE  
GRADE 10**

**#312**

**LEVEL 2  
5 CREDITS**

This course provides students with a year-long survey extending the topics covered in grades K – 8 in the physical sciences, and covering such topics as matter, force, and energy. The course will expose students to a variety of learning approaches including traditional textbook discussion, laboratory and field investigations, and problem-solving requiring appropriate mathematics and reasoning proficiency. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their laboratory work. Students successfully completing this course will be well prepared to elect a Level 1 or 2 course the following year. Curricular content and teaching strategies will conform to the standards described in the Massachusetts Science and Engineering Technology Frameworks. All students are required to bring a calculator to class.

Targeted Student Expectations (see page 4): D

**CHEMISTRY  
GRADES 10 - 11**

**#331**

**LEVEL 1  
5 CREDITS**

This Level 1 course is an introductory chemistry program which attempts to be as comprehensive as possible, yet remain relevant to students' needs. It builds upon the previous eleven years of science studies in the Abington Public Schools, reinforcing earlier physical science and chemical concepts, while introducing and refining other more complex ideas. A balanced approach is presented in combining chemical theories and concepts with quantitative problems and examples. Facility with mathematics and with a calculator are required. Students are encouraged to provide their own scientific calculators for use. This course also provides insight into the means by which scientific knowledge is acquired and is a hands-on, laboratory-based course. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their laboratory work. A strong laboratory component stresses both personal safety and responsibility in the lab. All students are required to bring a calculator to class. *Prerequisite: Successful completion of Biology level 1 and Accelerated Algebra 1, and teacher recommendation.*

Targeted Student Expectations (see page 4): CS, CW, D



**CHEMISTRY**  
**GRADES 11 - 12**

**#332**

**LEVEL 2**  
**5 CREDITS**

Level 2 chemistry is a college preparatory course which presents traditional chemistry concepts in a less mathematical manner than in Level 1. The course builds upon the previous years of integrated science, stressing mathematics and quantitative relationships. Frequent laboratory experiences constitute an integral part of the course and reinforce the constructivist and student-centered philosophy of science education in Abington. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their laboratory work. This course also stresses personal responsibility and safety. All students are required to bring a calculator to class. *Prerequisite: Must be enrolled in Accelerated Algebra II and Trigonometry level 1, Algebra II and Trigonometry level 2 or Advanced Algebra and Trigonometry level 3.*

Targeted Student Expectations (see page 4): D

**ENVIRONMENTAL SCIENCE**  
**GRADES 11-12**

**#340**

**LEVEL 1**  
**5 CREDITS**

This course is designed to provide students with scientific principles, concepts, and methodologies necessary to comprehend the relationships abundant within the natural world, to identify and analyze environmental problems, to evaluate relative risks associated with these identified problems, and to examine alternative solutions for resolving and/or preventing similar problems facing the global environment. It will also include the focus and discussion of political, social, and cultural impacts of global environmental problems. *Prerequisite: Successful completion of Chemistry, a B in Biology level 1 or level 2 and teacher recommendation.*

Targeted Student Expectations (see page 4): D

**ENVIRONMENTAL SCIENCE**  
**GRADES 11-12**

**#342**

**LEVEL 2**  
**5 CREDITS**

Consistent with previous offerings, this course provides an opportunity for the student to explore further the relationship of man with the world. Students will learn about the complex issues facing our environment and will be expected to participate in individual and cooperative group activities that will increase their knowledge and skills in environmental science. The course is exceptionally flexible and attempts to explain how science, economics, and politics affect important environmental issues. Topics of study include ecosystems, soil ecology, pollution, land use, energy, and populations, as well as exploring the ways in which human activity is involved in climate change.

Targeted Student Expectations (see page 4): D

**ANATOMY AND PHYSIOLOGY**  
**GRADES 11-12**

**#341**

**LEVEL 1**  
**5 CREDITS**

Anatomy and Physiology is an intensive course designed for students leaning toward a career in the health professions. It provides an in-depth background in both the structure and function of human systems with special emphasis on the functioning and control of the whole human organism, including interrelationships of body systems, metabolism, and homeostasis, with supporting laboratory work. A dissection component of the laboratory work is required for successful completion of the course. *Prerequisite: Successful completion of Biology, level 1 or level 2, a B in Chemistry, level 1 or level 2 and teacher recommendation.*

Targeted Student Expectations (see page 4): CS, CW, D

**EARTH SCIENCE  
GRADES 11-12**

**#372**

**LEVEL 2  
5 CREDITS**

Earth Science is a third or fourth course in a sequence of leveled science offerings. Consistent with previous leveled offerings, it provides an opportunity for the student to explore further the relationship of man with the world. The topics of study represent a more concentrated presentation of earth and space science topics covered in the PK - 10 science curriculum. Included are in-depth discussions of the latest scientific knowledge of the earth, space, astronomy, meteorology, and oceanography. The course attempts to unify previous science concepts developed/learned over the past 11 or 12 years. The course is designed to offer a full, hands-on and student-centered learning experience which includes as many laboratory activities as possible.

Targeted Student Expectations (see page 4): D

**PHYSICS  
GRADES 11-12**

**#391**

**LEVEL 1  
5 CREDITS**

Physics is the final course in a traditional four year science sequence. This Level 1 course develops the traditional concepts of mechanics, heat, light, electromagnetism, and modern particle physics. Basic techniques of problem solving using vectors, geometry, trigonometry, and wave mechanics are vigorously applied and are reinforced whenever possible through a strong laboratory component. The constructivist and student-centered philosophy are consistently applied and reinforced through student projects. Although non-calculus-based, the course demands facility with mathematics, graphing, rudimentary computer skills, and possession of a scientific calculator. All students are required to bring a calculator to class. Wherever possible, computer simulations, spreadsheet analysis and tutorials will be utilized. *Prerequisite: Currently enrolled in Accelerated Algebra II and Trigonometry L2 or Pre-calculus and teacher recommendation.* Targeted Student Expectations (see page 4): CS, CT, CW, D

**PHYSICS  
GRADES 11 - 12**

**#392**

**LEVEL 2  
5 CREDITS**

This physics course is the final step in a traditional four-year Level 2 sequence for students bound for post secondary education. It develops the traditional concepts of mechanics, heat, light, electromagnetism, and modern particle physics, utilizing the constructivist and student-centered philosophy. Although somewhat less mathematically oriented, students are required to possess a moderate aptitude in mathematics and to possess graphing and calculator skills. Laboratory work is a main emphasis of this program and student projects may be required. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their laboratory work. All students are required to bring a calculator to class. *Prerequisite: Currently enrolled in level 1 or level 2 Algebra II & Trigonometry and teacher recommendation.*

Targeted Student Expectations (see page 4): CT, D

**ADVANCED PLACEMENT  
BIOLOGY  
GRADES 11 - 12**

**#384**

**AP  
5 CREDITS**

*Prerequisite: Student must be recommended by their science teacher to sign up for this course.*

Advanced Placement Biology presents an in-depth, college level study of the biological sciences and prepares for the comprehensive ETS AP Biology Examination. The course involves detailed

investigations of all the major areas of modern biology with special focus on the molecular and chemical basis of life on earth.

The course is challenging and fast-paced with a high volume of content coverage, necessitating that students accept the responsibility for mastering a significant amount of class material on their own, particularly the small factual details. Student study groups are both recommended and encouraged. The 12 AP Biology laboratory investigations, animal dissections, scientific journal readings, research problems in biology, various class presentations will be included in the required course work. Course topics include: basic chemistry, inorganic and biochemistry, cell biology, energy transformations, cellular respiration and photosynthesis, molecular biology, DNA, RNA, protein synthesis, heredity, Mendelian and non-Mendelian genetics; evolution, adaptation, natural selection and speciation; botany, zoology and animal behavior; and ecology. Students who do not take the AP examination will receive level 1 credit.

Targeted Student Expectations (see page 4): CS, CW, D

**ADVANCED PLACEMENT  
CHEMISTRY  
GRADE 12**

**#334**

**AP  
5 CREDITS**

*Prerequisites: Students must be recommended by their science teacher and must have completed at least one lab science course and have successfully completed Accelerated Geometry level 1 and Accelerated Algebra II and Trigonometry level 1.*

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course usually taken during the freshman year of college. Students electing this course should attain a depth of understanding of fundamentals and reasonable competence in dealing with chemical problems. AP Chemistry will contribute to the development of students' ability to think clearly and to express their ideas, orally and in writing, with clarity and logic. The AP Chemistry course differs qualitatively from the usual first or second high school course in chemistry with respect to the type of textbook used, topics covered, emphasis on chemical calculations and the mathematical formulation of principles, and the level of precision of laboratory work done by students. Quantitative differences appear in the pace at which topics are presented, the time spent on the course by students, and the nature and variety of laboratory experiments performed. The course is a challenging and a fast-paced course with a high volume of content coverage, necessitating that students accept the responsibility for mastering a significant amount of class material on their own, particularly the small factual details. Student study groups are both recommended and encouraged. Course topics include: measurement, atomic structure and periodicity, chemical bonding, gases, chemical reactions, chemical technology, thermochemistry, liquids and solids, properties of solutions, chemical kinetics and equilibrium, acids and bases, thermodynamics, organic chemistry, nuclear chemistry, biochemistry, qualitative analysis, and special topics. Students who do not take the AP examination will receive Level 1 credit.

Targeted Student Expectations (see page 4): CSW, CW, D

**ADVANCED PLACEMENT PHYSICS  
GRADE 12**

**#394**

**AP  
5 CREDITS**

*Prerequisites: Students must be recommended by their science teacher and they must have completed at least one lab science course and have successfully completed Pre-Calculus.*

The Advanced Placement Physics B course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving. Students must possess demonstrated ability in algebra and trigonometry. This course provides a foundation for further

study in physics, life science, premedicine, and some applied sciences. At the end of this course students will be able to:

- Read, understand and interpret physical information that is verbal, mathematical, and graphical;
- Describe and explain the sequence of steps in the analysis of physical phenomena or problems;
- Use basic mathematical reasoning (i.e., arithmetic, algebraic, geometric, trigonometric, and rudimentary calculus) in a physical situation;
- Perform experiments and interpret the results of observations.

This course is challenging and fast-paced with a high volume of content coverage, necessitating students to work independently to master class material. Student study groups are both recommended and encouraged. Course topics include: Newtonian mechanics, (kinematics, Newton's laws of motion, work, energy, power, momentum), circular motion and rotation, oscillations and gravitation, fluid mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students must take the AP examination at the end of the course to receive AP credit; students who do not sit for the AP examination will receive level 1 credit.

Targeted Student Expectations (see page 4): CS, CW, CT, D

**HOT TOPICS IN SCIENCE  
GRADES 11-12**

**#395 (Semester)**

**UNLEVELED  
2.5 CREDITS**

An unlevleled semester course for juniors or seniors. This course is designed to interest students who will be instructed in a variety of teaching and learning modes. The student will gain insight into a broad range of issues affecting the world they live in. Students will be expected to participate in class discussion, complete projects and research topics. Topics include and are not restricted to bio weapons, world population, smoking, genetically engineered food, global warming, skin cancer, malnutrition and inhalant abuse.

Targeted Student Expectations (see page 4): CS, CW, D

**TECHNOLOGY IN A CHANGING  
WORLD  
GRADES 11-12**

**#396 (Semester)**

**UNLEVELED  
2.5 CREDITS**

An unlevleled semester course for juniors or seniors. This course is designed to interest students who will be instructed in a variety of teaching and learning modes. The student will gain insight into a broad range of issues affecting the world they live in. Students will be expected to participate in class discussion, complete projects and research topics. Topics include and are not restricted to genetically engineered foods, alternative energy sources, technology changes to deter global warming, emerging technology effects on people's jobs, nanotechnology, cloning, nuclear energy, Space Exploration technology and Biomedical technology.

Targeted Student Expectations (see page 4): CS, CW, D

**GENETICS  
GRADE 12**

**#351**

**LEVEL 1  
5 CREDITS**

This full year course is designed for seniors who wish to pursue a more comprehensive approach to studying molecular genetics. The course is broken down in three major sections: Mendelian Genetics, Cytogenetics and Molecular Biology. In Mendelian Genetics the students will be able to make statistical predictions from crosses of various genotypic and phenotypic ratios, understand why certain genotype and phenotype combinations occur, and be able to construct and interpret pedigrees and simple linkage maps. In Cytogenetics, the students will apply Mendelian Genetics to understand the genetic basis of disease, the cell cycle, and chromosomal

abnormalities. In Molecular Biology, the students will understand the molecular makeup which lies at the very basis of genotypes and phenotypes. Additionally, they will understand how scientists use research and the tools they use to perform cutting edge discovery science.

*Prerequisite: Successful completion of Biology, level 1 or level 2 and Chemistry, level 1 or level 2).*

Targeted Student Expectations (see page 4): CS, CW, D

#### **Science Department Course Sequence**

<b>Typical Course Sequence</b>	<b>Level 1 Honors Sequence</b>	<b>Level 2 Standard College Prep Sequence</b>	<b>Non-College Prep Science Sequence</b>
Grade 9	Biology L1	Biology L2	Biology L2
Grade 10	Chemistry L1	Physical Science L2	Principles of Biology L2
Grade 11	Physics L1	Chemistry L2	Elective*
Grade 12	Advanced Placement Science Genetics L1 Anatomy & Physiology L1	Physics L2	Elective*

\*Grade 11 and 12 Electives: Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Physics, Anatomy and Physiology L1, Earth Science L2, Environmental Science L1 and L2, Hot Topics in Science Unleveled, Technology in a Changing World Unleveled.

### **SOCIAL STUDIES**

“Knowledge of history is the precondition of political intelligence. Without history, a society shares no common memory of where it has been, of what its core values are, of what decisions of the past account for present circumstances. Without history, one cannot undertake any sensible inquiry into the political, social, or moral issues in society. And without historical knowledge and the inquiry it supports, one cannot move to the informed, discriminating citizenship essential to effective participation in the democratic process.” (National Standards for History, 1996)

The Social Studies curriculum is designed to reflect the sentiment of the National Standards as well as the standards of the Massachusetts History and Social Science Frameworks. Our goal is to prepare students for active citizenship through the study of history, economics, geography and social science.

The History and Social Science Department fulfills the schools academic expectations by providing students with opportunities to communicate effectively through speaking and writing, demonstrate high level thinking skills and work toward mastery of content. Abington High School requires each student successfully complete three years of Social Studies including United States History I and II. Students are recommended to complete four years of Social Studies.

#### **WORLD HISTORY**

**#111**

**LEVEL 1**

#### **GRADE 9**

**#112**

**LEVEL 2**

**5 CREDITS**

Students will examine the important political, economic, and religious developments of the world, including the development of Christianity and Islam, the conflicts between them, and the development of democratic, scientific, and secular thought. They will study the origins and consequences of the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and imperialism in Africa and Asia. Students will be able to explain the causes and consequences of the great military and economic events of the past century as well as the rise of nationalism.

Targeted Student Expectations (see page 4): CW, D

**UNITED STATES HISTORY I**  
**GRADE 10**

**#121**  
**#122**

**LEVEL 1**  
**LEVEL 2**  
**5 CREDITS**

Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras (1763-1877). They learn about the important political and economic factors that contributed to the outbreak of the Revolution and the consequences. Students also study the key ideas of the U.S. Constitution and the basic framework of American democracy. They will study America's westward expansion, the establishment of political parties, economic and social change, the growth of sectional conflict, the Civil War, and Reconstruction, and the Industrial Revolution.

Targeted Student Expectations (see page 4): CW, D

**UNITED STATES HISTORY II**  
**GRADE 11**

**#131**  
**#132**

**LEVEL 1**  
**LEVEL 2**  
**5 CREDITS**

Students will study the Progressive movement and the New Deal. They will learn about the various factors that led to America's entry into World War II and the causes of the Cold War. Students will explore important political and economic changes and social movements, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.

Targeted Student Expectations (see page 4): CW, D

**ADVANCED PLACEMENT**  
**U.S. HISTORY II**  
**GRADE 11**

**#161**

**AP**  
**5 CREDITS**

*Prerequisites: Students are responsible for obtaining all summer reading materials, must have completed summer assignments and must have completed World History and United States History I, Level 1 with at least a B+ or better or department approval.*

Advanced Placement United States History is intended for Abington High School students who are ready for the challenge of a college level course. The course is thematic based and will cover from 1491 to present day. Students will be expected to draw significant conclusions across multiple time periods and through multiple themes such as politics, economics, social changes, international relations, and intellectual developments. Students will also be immersed in primary source analysis. There is a strong emphasis on analytical writing and oral participation. Much of the work assigned in the class will be expected to be completed independently, outside of school. Enrollment is limited to those who are prepared to meet the demands of a full-year college course. Students must take the AP examination at the end of the course in order to receive AP credit.

Targeted Student Expectations (see page 4): CS, CW, D

**ADVANCED PLACEMENT**  
**EUROPEAN HISTORY**  
**GRADE 12**

**#150**

**AP**  
**5 CREDITS**

*Prerequisites: Students are responsible for obtaining all summer reading materials, must have completed summer assignments and must have completed World History, United States History I, United States History II at a Level 1 or higher level with at least a B+ or better or department approval.*

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live.

Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students must take the AP examination at the end of the course in order to receive AP credit.

Targeted Student Expectations (see page 4): CS, CW, D

**LAW** #143 (Semester) **UNLEVELED**  
**GRADES 11-12** **2.5 CREDITS**

This course combines the fields of law and business. Students will examine legal principles, laws in other cultures, the judicial system and means to resolving disputes. They will be introduced to criminal and tort laws, contracts and consumer and insurance protection.

Targeted Student Expectations (see page 4): D

**POLITICS AND GOVERNMENT** #166 (Semester) **UNLEVELED**  
**GRADES 11-12** **2.5 CREDITS**

This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will also study the entire political process by creating commercials, raising funds, developing media relations and staging debates.

Targeted Student Expectations (see page 4): CS, CW, D

**CULTURE AND CONFLICT** #142 (Semester) **UNLEVELED**  
**GRADES 11 – 12** **2.5 CREDITS**

This is a semester course designed to examine current world issues and the relationship between culture and conflict; such as man's interaction with the environment or his struggle against oppression. Selected societies and regions of the world will be studied in terms of social customs, traditional beliefs, geography, and policies and practices that promote or impede human rights. The political, social and economic causes of each issue will be studied, and possible solutions or alternatives will be discussed. Methods utilized include group projects, guest speakers, films, debates, online assignments, individual research and writing assignments. Effective discussion and writing based on objectivity, clarity, and impartiality will be emphasized.

Targeted Student Expectations (see page 4): D

**PSYCHOLOGY** #167 (Semester) **UNLEVELED**  
**GRADES 11-12** **2.5 CREDITS**

This introductory course will examine perception, motivation, emotions, frustration, stress, conflict adjustment, psychological disturbances, and social behavior. Psychology is designed to give students a broad background in history, theory and application of a variety of topics in Psychology, including human behavior (perception, cognition), human development (childhood and adolescent), learning theory (memory, language and intelligence), motivation and emotion, the individual and society (leadership, family and peers) and personality disorder and treatments. Instruction will feature lectures, readings, and discussions, as well as experiments, group projects

and simulations. Students will gain a better self-understanding, increased tolerance for others, a solid background for further psychological studies and an enhanced ability to think critically.

Targeted Student Expectations (see page 4): D

**IMMIGRATION, ANCESTRY,  
AND ARCHAEOLOGY  
GRADES 11 - 12**

**#171 (Semester)**

**#172 (Semester)**

**LEVEL 1  
LEVEL 2  
2.5 CREDITS**

This is a semester course heavily focused on the various waves of immigration to the United States going back to the colonial period. Students will critically examine the push/pull factors that led to immigration, and will examine primary source documents which exemplify immigrant struggles upon their arrival in America. Upon completion of that unit students will embark upon an introductory unit on genealogy. They will learn how to read census and voter data, military records, and birth, marriage and death certificates. Students will independently conduct interviews and research to build their own family tree and will complete at least one Genealogical Proof Standard. Students will gain a sense of time, continuity and change through an introductory unit on archaeology studying human society through simulated and authentic excavations. This course requires students to utilize critical thinking and problem-solving skills and will illustrate the importance of context interpretation in research, archeology, and social sciences.

Immigration, Ancestry, and Archaeology will provide students with an opportunity to encounter professions that are of value to a society's understanding of its history. Level 1 students are expected to complete at least two additional writing assignments per term and complete additional research outside of school.

Targeted Student Expectations (see page 4): CS, CW, D

**HISTORY VS. HOLLYWOOD  
GRADES 11 – 12**

**#175 (Semester)**

**UNLEVELED  
2.5 CREDITS**

In this semester long class students will study and examine historical events through the use of film. Major political, societal, economic, and militaristic events will be covered. Students will research events to determine historical accuracy and examine public perception of the event due to film, as compared to the reality of the events which primary and secondary sources provide. Assessment methods utilized will include group projects and debates, as well as individual research and writing assignments. Communication skills will be essential as this class will be largely discussion based. Students will also need to write clearly, objectively, and persuasively.

Targeted Student Expectations (see page 4): CS, CW, D

**STATE OF THE UNION  
GRADE 12**

**#151 (Semester)**

**#155 (Semester)**

**LEVEL 1  
UNLEVELED  
2.5 CREDITS**

A course in American Students and Media Skills will focus on current issues in American culture. The main topics included will be domestic issues, foreign affairs, politics, economics and pop culture. Students will examine current events developing a greater understanding through historical analysis of the issues. The class will be immersed in media through the in class use of iPads. Students will access popular websites and blogs as their primary source for information. Students will effectively communicate factual information and their opinions on major issues. They will actively participate in their own educational process by maintaining a blog that will include organization of factual information on the current movement, including links and embedded videos for appropriate sources, analyze and evaluate sources for accuracy and bias



and ultimately formulate their own educated opinion on key issues. The students will develop media skills by maintaining blogs and producing digital media products through analysis and assessment.

The level one class will require more frequent and in-depth blog posts and more independent research outside of class. Students will be expected to build connections and demonstrate an understanding of the future impact of events and issues studied.

Targeted Student Expectations (see page 4): CW, CW, D

**HOLOCAUST AND  
HUMAN BEHAVIOR  
GRADES 11-12**

**#181 (Semester)**

**#182 (Semester)**

**LEVEL 1**

**LEVEL 2**

**2.5 CREDITS**

The Holocaust remains an unparalleled incident of the 20th century. Examination of this event, from its origin to its legacy, will provide students with an in depth look at human behavior and moral issues. Students will identify behaviors connected to genocide such as prejudice, racism, hatred and obedience. Through readings, discussions, primary source analysis and film, students will explore the causes and progression of the Holocaust, identify its victims and perpetrators, and investigate the resistance and complicity that such a horrific event entailed. Understanding the Holocaust will provide students with valuable lessons about human nature and society. Level 1 students are expected to complete at least two additional writing assignments per term.

Additionally, level 1 students will be assigned more advanced readings and assessments.

Targeted Student Expectations (see page 4): CS, CW, D

**SOCIAL ISSUES EXPLORATION  
GRADE 11**

**#141**

**LEVEL 1**

**5-10 CREDITS**

*(By Application Only)*

Students will research local and global social issues of individual interest and develop a proposal for a research or a service project. Students will identify a real world problem and craft a research and/or service plan. The project criteria is intended to intervene in a positive way to effect change in an emerging social issue. Students will also examine multiple service projects and analyze results. *(ELA or Social Studies Department Head Recommendation Required)*

Targeted Student Expectations (see page 4): CW, CS, D

**SPECIAL EDUCATION**

**Consultation**

Special education teachers consult with general education teachers and support staff to promote student achievement. Special education teachers will help general education teachers and assistants understand specific students' disabilities and identify effective methods of accommodating the students. In the process of consultation, general education teachers and special education teachers identify priorities for students and ensure that they are working toward the same goals.

**In-class Support**

Classroom assistants support special education students in the general education classroom. The classroom assistants are aware of special education students' disabilities, accommodations, and individual goals. The classroom assistants ensure that special education students can access the

instruction through accommodations so that they can participate in the least restrictive environment. The classroom assistants consult regularly with the special education teachers so that both parties can identify areas of students' strength and difficulty, and use their time with the students in the most productive manner.

**ACADEMIC SUPPORT  
GRADES 9-10**

**#870**

**UNLEVELED  
5 CREDITS**

Academic Support class for students in Grades 9 and 10 is designed to foster students' individual academic performance and progress, consistent with students' IEP goals. The course focuses on several major skill areas as reflected in the Academic Support Rubrics: Student Responsibilities, Study Skills, Reading Skills, Writing Skills, and Math and Problem Solving Skills. Higher-order and critical thinking skills are presented and practiced consistently within class lessons. Developing self-advocacy skills is emphasized as well as understanding the Abington High School Mission Statement and how it applies to the course, school, and community. Teachers coordinate with guidance counselors to assist students in their Transition Planning. Instruction is provided in a wide variety of formats and includes individual, small group, and whole class instruction. Lessons and assessments are conducted in various skill areas throughout the year. However, the course is frequently taught using differentiated instruction, which is tailored to individual student's needs, and therefore all students may not be instructed or assessed in all skill areas.

**ACADEMIC SUPPORT  
GRADES 11-12**

**#876**

**UNLEVELED**

Academic Support class for Juniors and Seniors is designed to foster each student's academic performance and progress along with emphasis toward acquiring skills as defined in IEP goals. Organization, homework completion, preparation for assessments and long-term assignments, tracking progress, self-reflection, goal-setting is strongly supported. Preview, review, and re-teaching of general education material are provided according to students' individual needs and reflected in IEP goals. Teachers coordinate with guidance counselors and support staff to assist with Transition Planning. Understanding the Abington High School Mission Statement is emphasized to foster appropriate participation as a productive member of the school and community. Teacher support is provided in individual and small group formats. Students' efforts and willingness to participate in their own educational process is essential in order to make progress with their academic skills and achieve IEP goals.

**Co-Op and Community Life Skills Programs**

The focus of the Co-Op program's curriculum is functional academics and pre-vocational skills. Functional life skills that align with Massachusetts Curriculum Frameworks and their practical application in the real world are the primary directives of the program. The Co-Op classroom program serves high school-aged students to age 22.

**Functional Academics:** The students spend time in the Co-Op academic classroom working on individual reading, math and writing skills based on a functional-academic curriculum. Multi-modal learning experiences are taught whenever applicable. Language skills are continually addressed and the majority of lessons are supplemented with visual prompts. When possible, the students participate in various inclusion classes during the day. Curriculum is modified and adapted by special education staff as needed. Courses vary depending on the interest and cognitive level of each student. They have included: Health, Wellness, History,

Algebra, Art, Sculpture, Poetry, Law, Biology English, and Physical Education etc. Co-Op students work with peer tutors, (students from the mainstream population), when applicable. Social interaction is the optimal goal during these inclusion experiences. Students also participate in various classes during the day in the library, computer labs, school track and the weight room.

**Vocational Training:** Vocational skills are addressed in the *Green Wave Café*, a student run breakfast shop, which serves the Abington High School population during period 1 & 2 each morning. Students rotate between specific stations such as cook, cashier, waitress, cleaner, host/hostess, grocery inventory clerk, and laundry assistant. Ongoing lessons give focus to hygiene instruction with concentration on proper dress, and physical appearance. In addition, appropriate conversational skills are practiced for school and the workplace with emphasis on proper greeting skills, turn-taking, tone of voice and body language. The students learn office skills such as photo copying, collating, stapling, and delivering customer orders. Students recycle items in the building and prepare snack packs for staff. Students assist the custodians in cafeteria cleanup.

The **GreenMarket Restaurant** is a student run food service management program. Regular education students and special needs students work together to prepare and deliver lunches to AHS staff.

The students participate in **School to Career** community vocational placements during their junior and senior year during periods 6 and 7. The students are taught vocational skills by special education staff in a specific community job during the school year. These placements have included Abington Park and Recreation Department, Spencer Pizza, AHS Library, Colony House Nursing Home, Abington Public Library, George Whiting Law Office, and the Early Childhood Center.

The students also participate in the **STEP** Vocational training program through North River Collaborative later in their high school experience. A job coach monitors the students at a specific site one day per week. Internships have included South Shore Hospital, Sullivan Tire, Seone's Landscaping, Brockton Hospital, Crown Automotive, Hannaford, Longhorn, Old Navy, 99 Restaurant, Marshall's and Meals on Wheels.

**Social Skill Building:** Observing and maintaining social interactions are a significant component of the Co-Op program. The Co-Op students are made to feel as an integral part of the Abington High community. The students learn essential etiquette and conversation skills from participation with the mainstream population during their school day. The students are encouraged to participate in extra-curricular activities. These have included playing on the football team, assistant team managers, yearbook committee, junior prom, ski trips, dances, car washes, and school play productions. Each school year *Peer Interns* are chosen to intern in the Co-Op program. These mature students model appropriate behavior for the Co-Op students.

**Transition Planning:** The students prepare a Transition Binder to help prepare them to reach their goals for life after high school. Transition focuses on preparing the students in the following areas; self-advocacy, self-determination, financial awareness and training, career and work skills, health care, running a household, transportation needs, leisure and recreational skills. The purpose of the transition process is to help students plan a vision for their future and create a roadmap to achieve their goals.

**Additional Information:**

- Students take the MCAS Alternate Assessment in Grade 10
- At age 18, a 688 is filed to develop relationships with the adult services the student will use after age 22 (Social Security, MA Rehabilitation Commission, Department of Developmental Services, Department of Developmental Disabilities, MA Commission for the Blind etc.).
- The staff in the Co-op Program has use of the school van to bring the students on community trips to local supermarkets, department stores, recreational leisure areas, Public Library, restaurants and other various community resources.
- Opportunities are shared for various social activities offered by BAMSI and other outside agencies after school and on weekends.
- The Co-Op Program has the flexibility to offer specifically designed instruction to meet the needs of many unique learning styles. For example, students may participate in one or a variety of classes in vocational exploration, social skills building, life skills instruction and transition skills.
- Students meet in weekly social skills groups with the school psychologist. Time is allotted with the school psychologist for 1:1 counseling as needed.
- Students receive support services (Speech and Language and Occupational Therapy consult) as needed.

**WELLNESS AND PHYSICAL EDUCATION**

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of physical activity. National Standards for Physical Education state that a physically literate individual:

- demonstrates competency in a variety of motor skills and movement patterns;
- applies knowledge of concepts, principles, strategies and tactics related to movement and performance;
- demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness;
- exhibits responsible personal and social behavior that respects self and others; and
- recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

*State law requires students participate in Physical Education during the school year.*

**PHYSICAL EDUCATION  
GRADES 9 - 10**

**#921 (Semester)**

**UNLEVELED  
2.5 CREDITS**

One semester of Physical Education is required for all students in grades 9 and 10. Students will apply advanced skills, strategies and rules for various sport and fitness activities. Classes meet five times a week for one semester.

Targeted Student Expectations (see page 4): CW

**PHYSICAL EDUCATION  
GRADES 11 – 12**

**#941 (Semester)**

**UNLEVELED  
2.5 CREDITS**

The junior and senior physical education program is designed to provide students the opportunity to analyze their own personal fitness data, apply goal setting techniques and design fitness plans that will enable them to lead a physically active lifestyle. Classes meet five times a week for one semester.

Targeted Student Expectations (see page 4): CW

*Note: A student may be excused from physical education requirements if a note from a physician is on record in the Guidance Department. This note must be renewed at the beginning of each school year and at the beginning of each time span when a student is to be excused.*

Health Education courses are designed to provide students with the knowledge and skills that lead to positive attitudes and behaviors that support lifelong health. The courses focus on emerging health

concepts and issues, as well as current research on effective health practices and the motivational strategies to change unhealthy behaviors.

**CHILD DEVELOPMENT  
GRADES 11 – 12**

**#984 (Semester)**

**UNLEVELED  
2.5 CREDITS**

The purpose of this course is to provide information on child rearing and development, along with the necessary skills to work in a day care setting. Students will study the human reproductive system, pregnancy and birth, and the physical, social, emotional, and intellectual development of children from birth to age six. Content will also include age appropriate activities and child safety. Targeted Student Expectations (see page 4) CS, CT, CW

**HEALTH  
GRADE 10**

**#981 (Semester)**

**UNLEVELED  
2.5 CREDITS**

This course is required for all sophomore students. Classes meet five times a week for one semester. Course content includes relationships and dating abuse, substance abuse, human sexuality, pregnancy and delivery, sexually transmitted infections, nutrition and mental health. This course is intended to present information that allows students to form a solid foundation from which to make mature decisions and to learn and practice important decision-making, coping and refusal skills. Targeted Student Expectations (see page 4): CS, CT, CW

**WELLNESS I  
GRADES 11 – 12**

**#985 (Semester)**

**UNLEVELED  
2.5 CREDITS**

This course is designed to provide students with the information and skills to make responsible decisions regarding their personal health and well-being. Students will also examine and research available health services and resources. Content includes nutrition, mental health, stress management, suicide, interpersonal relationships, human sexuality, contraception and reproductive health. Targeted Student Expectations (see page 4): CS, CT, CW

**WELLNESS II  
GRADES 11 – 12**

**#986 (Semester)**

**UNLEVELED  
2.5 CREDITS**

Wellness I is not a prerequisite. Different topics in this course include fitness, diet and weight management, death and dying, avoiding violence and applying constructive alternatives to violence, addiction and substance abuse, human sexuality and STI's. Targeted Student Expectations (See page 4): CS, CT, CW

**SENIOR SEMINAR  
GRADE 12**

**#983 (Semester)**

**UNLEVELED  
2.5 CREDITS**

This is a seminar for seniors filled with critical thinking activities and real world applications designed to prepare students for life after high school. This class will focus on content that includes consumer health, digital citizenship and internet safety, household management tasks, etiquette rules for a modern society, first aid, time management skills, personal safety, job and college preparation, interpersonal relationships and communication. Although primarily taught by a health education teacher, other teachers will have "guest roles" in an effort to expose students to a variety of topics that will prepare students for the future. Targeted Student Expectations (See page 4): CS, CT, CW