

Hopkinton High School



***Program of Studies
2008-2009***

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Letter from the Administration

Dear Students,

We are pleased to present to you the 2008-2009 Hopkinton High School Program of Studies. This year is an important year as changes in the State of New Hampshire graduation requirements becomes mandatory (Civics, a third year of Mathematics, a course in Global Studies, and a second Information & Computing Technologies course), competency-based credit approval begins, and significant school-based changes (Integrated Science, a World Cultures course, a new Marketing, Advertising, a Media Awareness course, and American Studies – Literature) continue to progress.

As the course selection process moves forward, you will learn more about the requirement for students to demonstrate competency in order to acquire credit. Teachers have been discussing, writing, and revising course competencies for almost two years. The New Hampshire competency movement is new for teachers and students. Together we will work to ensure this change happens in a thoughtful, gradual, successful manner. Student input will be an important part of our implementation program.

Please read this document carefully. Policies, procedures, courses, and programs are articulated. It is important for you to understand the opportunities and policies in this time of change. Course selection is an important process. Course sections offered are a direct result of the number of course requests. Please obtain as much information as possible (talk with your guidance counselor, teachers, friends, and parents/guardians) to assist you in choosing your course requests. Our goal is to create the best schedule for each and every student

We are committed to reviewing and revising our academic program to ensure the best opportunity for you to maximize your potential is presented. Please let us know if there is anything we can do to help you plan your 2008-2009 school year.

Best of luck,

Steven Chamberlin

Principal

Corrine Lajoie

Guidance Counselor 7 – 9

Christopher Kelley

Assistant Principal

Eugene Fox

Guidance Counselor 10 - 12

Mission, Philosophy, and Purpose

Hopkinton School District Mission Statement

The Hopkinton School District’s mission, in cooperation with family and community, is to ensure each student gains a love of learning—with the knowledge, skills, sensitivity, self-reliance and character to be a contributing member of our global society—by educating all students in a joyful, supportive and challenging environment.

Hopkinton School Board Philosophy

We believe that an exceptional academic program must be the essential foundation of our schools. We believe all students should have equal access to the best instructional program designed to continuously challenge each student.

We believe our schools will thrive by focusing on intellectual growth in an environment of true respect for and excitement about learning. Through this focus, in partnership with family and community, students will be guided in growth of character, social responsibility, and emotional stability.

Our goal is to produce outstanding students who have developed the knowledge and skills needed to achieve their personal goals and to be responsible members of society.

Hopkinton Middle/High School Mission and Expectations

Please see back cover for Hopkinton Middle/High School’s mission statement and a complete list of academic, social, and civic expectations.

Expectations for Student & Teacher Performance

Students will:

- Acquire a strong base of knowledge across the curriculum.
- Use critical thinking, analysis, and appropriate problem solving techniques.
- Communicate effectively in both oral and written expression, using insight, reason, and technical proficiency.
- Read, understand, and interpret information from a variety of sources, regardless of medium.
- Work both independently and collaboratively in order to complete tasks in a timely manner.
- Use technology to find, sort, and select data to create, revise, and present written and graphic documents, and to analyze and process numerical data.
- Develop positive personal attitudes and experience a variety of physical activities for lifelong wellness.
- Demonstrate awareness and sensitivity to those of other cultures and ethnic backgrounds.
- Demonstrate the creative process across the curriculum.
- Achieve at a high level across the curriculum.

Teachers will:

- Provide a curriculum which integrates content, theory, and practical application of acquired knowledge.
- Provide a challenging, intellectually demanding, and developmentally appropriate curriculum.
- Provide a wide range of co-curricular and extracurricular activities which complement the academic curriculum.
- Provide a safe, comfortable environment where people respect themselves, others, and their individual and cooperative achievements.
- Provide the support necessary for student success.
- Maintain effective communication between and among administration, staff, students, parents, and community.
- Use a variety of assessment methods.
- Provide meaningful opportunities for both independent and collaborative work.

Graduation Requirements of the Hopkinton School District

Subject Area	Required	Recommended
English	4 credits	4 credits
Mathematics	3 credits	4 credits
Int. Math 1, Int. Math 2, and one other math course		
Science	2 credits	4 credits
Physical science, 1 credit		
Biological science, 1 credit		
Social Studies	2½ credits	4 credits
American Studies - History, 1 credit		
A course in global studies, ½ credit		
Economics, ½ credit		
Civics, ½ credit		
Modern Languages		3 credits
Physical Education	1 credit	1 credit
Fine Arts (Art or Music)	½ credit	1 credit
Information & Communication Technologies (ICT)	1 credit*	1 credit
Health	½ credit	½ credit
Careers	½ credit	½ credit
Electives	5¼ credit	5¼ credit
Total	20 credits	28 credits

* ½ credit of the ICT requirement can be obtained by successful demonstration of competencies at the completion of the eighth grade year.

Credits

In order to earn credit in a course, a student must demonstrate proficiency in all of the competencies of the course. This change comes about as a result of a State initiative; all public high schools are moving toward competency-based education. During this transition period, students will experience both traditional (passing grade) and competency-based awarding of credit.

Minimum credit requirements for promotion and graduation

For promotion to the sophomore class, a student must earn a minimum of 5 credits; to the junior class, 10; to the senior class, 15. A minimum of 20 credits is required for graduation.

Elective courses

Electives are courses students may choose to take in addition to their required courses. We recommend that students choose electives according to personal preference, with an eye

towards exploring career possibilities and rounding out their education.

Not all semester courses are offered in every semester. Elective offerings can be found in the following departments: Art, Business, Computer Science, Family & Consumer Education, English, Mathematics, Modern Languages, Music, Science, Social Studies, Technical Education, School to Career, and Concord Regional Technology Center.

Hopkinton High School operates on an A-day/B-day Block Schedule. Classes meet for 90 minutes every other day. A one-credit course runs for the entire year; a half-credit course runs for a semester; and so on.



Contoocook Academy, ca 1856.

Recommended Programs, Grades 9 and 10

The following tables are designed to assist students in planning a four-year program that ensures they meet graduation requirements. A course marked with this symbol (☞) meets a graduation requirement. The recommended program for each grade designates a path through the curriculum at Hopkinton High School. It allows students a full range of options as they plan their post-secondary education and careers.

Grade 9 (minimum 6 credits)

English 9 ☞	1 credit
Integrated Mathematics 1 <i>or</i> 2 ☞	1 credit
Physical Science (Earth) ☞	1 credit
Early American History and World Cultures	1 credit
French, German, <i>or</i> Spanish 1 <i>or</i> 2	1 credit
Physical Education (1 semester) ☞	½ credit
Intro Computer (ICT intro course) ⁴ ☞	½ credit
Health ² ☞	½ credit
Elective(s) ¹	

Grade 10 (minimum 6 credits)

American Studies - History and Literature ☞	2 credits
Integrated Mathematics 2 <i>or</i> 3 ☞	1 credit
Biology ☞	1 credit
French, German <i>or</i> Spanish 2 <i>or</i> 3	1 credit
Physical Education (1 semester) ☞	½ credit
Career Pathways ³ ☞	¼ credit
ICT advanced course ⁵ ☞	½ credit
Elective(s) ¹	

Students should schedule at least 1 study hall each semester; i.e., one every other day in the block schedule, or one study hall each day.

Notes:

¹ 1/2 credit in Art or Music may be taken at any time, grades 9–12

² 1/2 credit in Health must be taken in either grade 9 or grade 10

³ 1/4 credit in Careers should be taken in either grade 10, sem 2 or grade 11, sem. 1

⁴ 1/2 credit Intro Computer course must be taken in grade 9 or grade 10 if ICT competency was not demonstrated in grade 8.

⁵ 1/2 credit advanced course in Info. & Comm. Tech. may be taken at any time after the introductory requirements are met (see note 4).

Recommended Programs, Grades 11 and 12

As certain electives are not offered to ninth and tenth graders, fulfillment of Fine Arts, Physical Education, Health, and Computer Science requirements in grades 9 and 10 allows students greater freedom to choose among elective offerings in grades 11 and 12.

Grade 11 (minimum 6 credits)

Composition 11	½ credit
English elective	½ credit
Mathematics	1 credit
Science	1 credit
Economics	½ credit
Social Studies elective	½ credit
French, German, <i>or</i> Spanish	1 credit
Career Pathways (Class '09+) ¹	¼ credit
Elective(s)	

Grade 12 (minimum 5 credits)

English electives (2)	1 credit
Mathematics	1 credit
Science	1 credit
Civics	½ credit
Social Studies elective	½ credit
French, German, <i>or</i> Spanish	1 credit
Elective(s)	

Students should schedule at least 1 study hall each semester; i.e., one every other day in the block schedule, or one study hall each day.

Notes:

¹ Successful completion of Career Pathways is a school requirement as of the class of 2009.

Academic Load

- All students in grades 9-11 **must** carry a minimum of **six courses** in their schedules at all times. We recommend that students in these grades carry seven courses and one study hall in each semester. Peer Instructing may not be counted in this total. Students in grades 9-11 must take six courses to qualify for the honor roll.
- All students in grade 12 **must** carry a minimum of **five courses** in their schedules at all times. We recommend that students in this grade also carry seven courses and one study hall in each semester. Peer Instructing may not be counted in this total. Seniors must take five courses to qualify for the honor roll.
- Students should have at least one study hall. This is for the purpose of make-up work, study time, guidance/college planning time, and use of the library or computer lab.
- Students will be allowed to make adjustments to their schedules during a designated drop/add period at the beginning of each semester. After this, they must obtain permission and fill out a Drop/Add form (available from Guidance).
- A student may not drop a course after the designated drop/add period. Under exceptional circumstances, a student may appeal to the administration for permission to drop a course. This will be allowed only when the student is carrying more courses than required. Established procedures will be followed. Should the student be allowed to drop a course, the student's transcript will reflect that decision in two ways: a grade of "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing) and no credit.

Scheduling difficulties

Due to the limitations inherent in scheduling our small school, conflicts may arise in students' schedules. For example, if a student were to select two courses, both single-section courses and both meeting at the same time, the student would have to choose between the two. Similarly, if fewer than twelve students request a particular elective, that course would likely be canceled. These examples suggest that the wise student will fulfill his or her graduation requirements as early as possible.

Students may select one or more honors courses (p. 11). In order to meet their requests and to avoid the need for tracking students, the scheduler will make every effort to schedule honors and standard sections of a course concurrently.

Honors Courses

Honors sections of English, social studies, and science courses are offered in some courses. These courses are indicated in the descriptions. The following criteria must be met for admission into honors courses:

- Students must achieve an average of 87% or above in the prerequisite course(s).
- Students must apply to the appropriate Department chair or coordinator for admission into the honors section of a course. The application process may include any or all of the following requirements: an interview, a writing sample, project, or portfolio as determined by the instructor.

Honors sections establish and maintain high academic standards, requiring more work of students. Students have the opportunity to be in an honors section in one, two, or three disciplines based on aptitude, interest, and commitment; they need not be “tracked” into a full slate of honors courses. Contracts for honors-level work are available in many standard college-preparatory courses as well.

Project Lead the Way Courses

Project Lead The Way (PLTW) is a national program forming partnerships among public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system.

PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. The courses are as follows:

- Introduction to Engineering Design
- Digital Electronics
- Principles of Engineering
- Computer Integrated Manufacturing
- Engineering Design and Development

College credit from the Rochester Institute of Technology or New Hampshire Technical Institute can be awarded for a nominal fee for each of the PLTW courses.

Project Running Start

The New Hampshire Running Start Program allows high school students to enroll in college courses offered by the Community Technical College System at significantly reduced tuition (\$100). These college courses will be offered during the day at HHS and will be offered for both high school and college credit. They are taught using the same course curriculum that is used at the college. The courses offered for Running Start credit are as follows:

- Accounting 1
- Project Lead the Way courses (See previous page.)

Advanced Placement (AP) Courses

For students in grades 11 and 12, the following Advanced Placement courses are offered: AP English, AP Calculus AB, AP Calculus BC, AP Statistics, AP U.S. History, and AP Chemistry. Students may contract for an “AP Option,” in which they follow the AP curriculum in addition to the regular course curriculum. It is strongly recommended that students take no more than three (3) AP courses.

Course Descriptions

The course descriptions begin on the next page. Departments are organized alphabetically. Please note the following conventions:

- **Required courses:** Courses that are required for all students are indicated with the word Required preceding the grade level at which it is offered.
- **Courses that meet a graduation requirement:** These courses are marked with this symbol (☛). It is possible for a course to meet a graduation requirement, yet not be required; for example, art or music courses meet the Fine Arts graduation requirement, but no specific art or music course is required.
- **Grade levels:** The appropriate grades at which students may elect to take a course are listed with each course description. In some cases (Integrated Mathematics 1, for example) students must meet certain academic criteria in order to take the course at the lower grade level.

BUSINESS

Basic Keyboarding

1/2 cr

9, 10, 11, 12

Primary: A4 Secondary: A1, A3

This course is a half-year introductory presentation of the “touch method” of keyboard operation and basic introduction to the use of the computer. Emphasis is placed on learning the alphanumeric and symbolic keys through the use of drills and some formatting activities. Students gain a minimum keying speed of about 45 words per minute. If you have not had keyboarding, this course should be taken before you take Introduction to Computers. This course is offered as an individualized course that takes place during a regularly scheduled class.

College Accounting 1

1 cr

10, 11, 12

Primary: A2 Secondary: A4

In this course, students study the complete accounting cycle for a service and a merchandising business. This involves the principles and methods of recording business transactions, involving both cash and credit sales and purchases, and preparing and interpreting financial statements. This course should prepare the student for an initial job in a bookkeeping department, for keeping records in a professional office, and for performing the separate bookkeeping functions in a large accounting office. This is an activity-oriented course with completion of actual jobs almost daily. Simulations are presented for realistic development of a skill.

Students who intend to major in Accounting, Computer Science, Business Administration, or Hotel Management in college are encouraged to take this course.

We hope this course will be part of the Project Running Start Program. If approved, students may earn three college credits through the New Hampshire Technical Institute for a \$100 fee.

College Accounting 2

1 cr

11, 12

Primary: A2 Secondary: A4

Prerequisite: Accounting 1

This course is a continuation of the fundamentals of accounting concepts and procedures, including the following topics: depreciation, payroll accounting, accounting for partnerships and corporations, long-term investments, and financial statement analysis.

Students who intend to major in Accounting, Computer Science, Business Administration, or Hotel Management in college are encouraged to take this course.

Small Business Management and Entrepreneurship 1 cr**10, 11, 12****Primary: A1, A2 Secondary: A4**

The purpose of this course is to introduce the student to what business is, how it operates, and how it is managed. Subjects such as business in its environment, business organization, production and marketing, finance, business communications systems, employer-employee relations, and management functions will be covered to provide the students with an understanding of the wide variety of aspects involved in business ownership. Hands-on projects are used whenever possible to make the subject more realistic and understandable.

Students who intend to major in Accounting, Computer Science, Business Administration, or Hotel Management, in college are encouraged to take this course.

Marketing, Advertising, and Media Awareness 1 cr**10, 11, 12****Primary: A1, A2 Secondary: A4**

Marketing, Advertising, and Media Awareness is broad-based survey course designed to help students understand the field of marketing and its career possibilities. This course presents such topics as marketing functions, problem-solving, decision-making, marketing research, ethics in marketing, new product development, price determination, and marketing channels. It will also introduce aspects of advertising such as how advertising is created, and the media in which it appears. Students will develop skills in analyzing and producing media, as well as understand how media influence our tastes, behavior, and purchasing decisions.

COMPUTER SCIENCE

Introduction to Computers 1/2 cr **Required: 9***

Primary: A2, A4 Secondary: A1

Through this half-year course, students will master the word processor and will be introduced to databases, spreadsheets, and presentation programs. They will address the issue of ethics as it relates to technology, and they will be introduced to such means of communication as blogging, podcasting, and digital imaging.

*Required for students who do not demonstrate these competencies by the end of grade 8.

Desktop Publishing (DTP) 1/2 cr **10, 11, 12**

Primary: A1, A4

Prerequisite: Introduction to Computers

This half-year course will teach students the basics of graphic design, using Adobe InDesign software on the computer. They will learn about fonts, styles, page design, page layout, and electronic publishing. Real-world projects, including business cards, stationery, and brochures, will be stressed. In the process, students will become masters of InDesign—a very useful skill. Students interested in working on the yearbook should take DTP first.

This course meets the ICT “advanced course” requirement.

Computer Programming will not be offered in 2008-2009 1/2 cr **11, 12**

Primary: A2, A4 Secondary: A1

Prerequisite: Intro Computers and Integrated Math 1

This half-year course will teach students to program in Java. Students will design and write their own programs to solve several kinds of problems. Programming requires the use of algebra, but great ability in math is not required. Please note that learning a programming language, like learning any language, can be time-consuming and difficult.

This course meets the ICT “advanced course” requirement.

Yearbook 1 cr **11, 12**

Primary: A1, A4 Sec.: A2

Prereqs.: DTP or permission of instructor, plus application form

The students in this class are responsible for the production and publication of the Hoptonian, the Hopkinton Middle High School Yearbook. Students will be responsible for all aspects of Yearbook publication including sales, advertising, design, photography and writing. We will also study the legal and ethical issues inherent to Yearbook publication. Students choosing this course need to be aware that preparing the publication can be time-consuming and challenging.

Meets the ICT “advanced course” requirement.

ENGLISH

Students will take required English courses in grades 9 and 10. In the fall of their junior year, students are required to take *Composition 11*; additionally, as juniors and seniors, students must choose at least one more writing-based and two literature-based elective courses to complete graduation requirements in English. However, students must successfully complete *Composition 11* before they may take any other electives in their junior and senior years. Students must pass both *English 9* and *American Studies* to enroll in *Composition 11*. Honors contracts are available in all courses. The successful completion of an honors contract will generate an asterisk beside the course name on a student's transcript.

🍷 **English 9**

1 cr

Required: 9

Primary: A1 Secondary: A2, A4, S, C1

One major focus of English 9 is writing. Students will concentrate on writing the paragraph, as it is the primary unit of composition. They will learn how to construct paragraphs in essays and as academic responses, both for English and other courses. A second major focus is reading. Students will be required to select books that they will read independently outside of class, covering a variety of genres and topics. They will respond to their independent reading through journal writing. In class, students will be assigned literature from four genres: short story, poetry, novel, and drama. Through analysis of a variety of fiction and non-fiction, students will improve their reading comprehension. Grammar, usage, and vocabulary are studied throughout the year. Honors section and honors contract available.

🍷 **American Studies-Literature**

2 cr (Eng, US Hist)

Required: 10

Primary: A1, A2, S, C1, C2 Sec: A4

Prerequisites: English 9 and Early American History, 87 average or above required for honors

American Studies-Literature is a year-long course in which students trace the American literary tradition, from 1812 to 2001. Through novels, plays, non-fiction, poetry, and short stories, students will read to understand how American history has influenced the literature written, will develop analytical reading and writing skills, and study themes in depth. Students will demonstrate their thinking and understanding through paragraph writing, multi-paragraph essays and key passage assignments. Emphasis will also be placed on grammar instruction and research skills.

The teacher coordinates the curriculum for this course with the teacher of the corresponding section of American Studies-History and students will complete some integrated assignments, which will count in both courses. Students in American Studies-Literature must enroll in the same level of American Studies-History. **Honors sections available.**

Composition 11**1/2 cr****Required (fall semester): 11****Primary: A1, A4 Secondary: A2, S****Prerequisite: American Studies**

Students will further improve and refine their skills as a writer in Composition 11. The student's goal as a writer will be to reach and hold an audience. Students will tell stories, write descriptions, explain ideas or concepts, and persuade others to believe their opinions. In other words, students will practice writing in the four modes of discourse: narration, description, exposition, and persuasion. In addition to essays, students will also complete a research paper. They will improve their proofreading and editing skills through revisions of drafts. Upon completion of this course, students will be prepared to handle the variety of writing tasks in other English elective courses. Composition 11 is a prerequisite for all other English electives.

ENGLISH ELECTIVE COURSE OFFERINGS*(Available only to students who have successfully completed Composition II.)***Writing-Based Electives**A.P. English *(Full-year class; counts as both a writing and literature based elective.)*

Journalism

Creative Writing: Poetry

Creative Writing: Short Fiction

Public Speaking

Technical Writing

Literature-Based Electives

World Literature

Science Fiction

Women's Literature

Shakespeare

Modern American Literature

Non-Fiction Seminar

The Short Story

Advanced Placement (AP) English Literature & Composition 1 cr**12****Primary: A1, C1 Secondary: A2, S**

AP English is a college level course. Students will focus on close, critical readings of poetry, drama, fiction, and expository prose from the sixteenth century to the present. Their critical discussion and writing about these works will revolve around the author's technique, themes, style, and tone. Students are encouraged to take, though not required to take, the AP Exam. AP English is not structured solely as preparation for the AP Exam. Fulfills both a writing-based and a reading-based requirement.

WRITING-BASED ELECTIVES

☛ **Creative Writing: Short Fiction 1/2 cr**

11, 12

Primary: A1, A4 Secondary: A2, C1

Creative Writing: Short Fiction is a workshop course in which students discover, analyze, and apply the methods and forms used in fiction, non-fiction, and dramatic writing. As writers in this course, students will experiment and practice, taking their cues from published writers: Shakespeare, Faulkner, Minot, Albee, Pinter, and others. Students will be guided by Ezra Pound's dictum: "Make it new." This course will not only provide students with opportunities to express themselves, but also allows them to focus on the stages of the writing process, the importance of word choice, diction, and stylistic devices.

☛ **Creative Writing: Poetry 1/2 cr 11, 12**

Primary: A1, A4 Secondary: A2, C1

Creative Writing: Poetry is a workshop course that will introduce students to the basics of reading, understanding, and writing poetry. Students will read a wide variety of poetry, ranging from the classics (Robert Frost, Wallace Stevens, etc.) to more contemporary poets (Bill Collins, Donald Hall, etc.). Through reading and discussing the work of master poets, students will begin to understand the strategies poets use to strengthen and clarify their ideas. Students will also begin to develop a sense of their own personal style of poetry through writing original poems in various styles and in response to various prompts. Poetry, like all other writing, requires revision, and revision will be a major component of this course. Students will share their work with the class and will learn how to work with others in order to create clear and powerful final drafts.

☛ **Technical Writing**

1/2 cr

11, 12

Primary: A1, A2, A4 Secondary: S, C1

Technical writing is the act of communicating "on the job," including the communication needed for and in the fields of business, science, and technology. Students will learn the writing, speaking, and listening skills needed in these fields.

The content of the communication in technical writing often requires a different style, format, and vocabulary than that with which students are more familiar. In a sense, technical writing is a language of its own. We know it (in part) because we already know English; however, students probably don't know what makes the English they know technical. In a sense, through this course students will be introduced to a "new" language. Report writing is the major focus.

The computer is an integral part of this course. Students will use it as a tool that will connect them to other technologies. Students will be encouraged to discover and bring to class examples of the kinds of communication that are required of people out in the work force. Perhaps an answer to “What is technical writing?” lies in another question: What kinds of communication skills are necessary to get and hold a desirable job in the twenty-first century?

Journalism

1/2 cr

11, 12

Primary: A1, A4 Secondary: A2, S, C1, C2

Students in this course will take on various roles in the field of journalism: reporter, columnist, and editor, for example. They will write for and publish regularly in The Talon, the on-line student newspaper. To be able to take on the various roles related to journalism, students will study how news is gathered, written, edited, published, or otherwise disseminated in newspapers, magazines, or radio and television broadcasts.

Through their study students will develop not only skills related to the field of journalism, but they will also develop media literacy. Through their course work, and through their work on The Talon specifically, students will acquire basic journalism skills necessary for electronic publication—the use of web site software, file transfer protocol, word processing, graphics, and digital photography. The requirements of the course will ask from time-to-time, that students attend, as a reporter, school or community events outside of the regular school day.

Public Speaking

1/2 cr

11, 12

Primary: A1, A2, A4, S Secondary: C1, C2

Public Speaking is both a writing and performance-oriented course designed to introduce students to the elements of voice production, group communication, public speaking, and debate. It is expected that students with college expectations, ambitious career goals, and those entering the job market directly after high school will enjoy the various types of speech communication activities practiced, as well as benefit from the development of structured writing and oral communication skills.

LITERATURE-BASED ELECTIVES

☛ Shakespeare **1/2 cr** **11, 12**

Primary: A1 Secondary: A2, A4, S, C1

This course will make Shakespeare's plays enjoyable and exciting for students. From bloody duels to comical flirtations, from heated political arguments to impassioned soliloquies, the plays will come alive. Students will study Shakespeare himself and the times in which he lived, but their understanding of the language in and action of the plays themselves will be students' primary focus for this course. In addition to the sonnets, students will read four of Shakespeare's plays. Although this is a literature-based class, writing is a major component of it.

☛ Women's Literature **1/2 cr** **11, 12**

Primary: A1, C1 Secondary: A2, A4, S

This class will focus on the various ways women are presented and perceived in literature; additionally, students will explore how historical and social changes have affected these presentations and perceptions of women. Students will achieve both of these goals by carefully reading poetry, drama, and prose written primarily by female writers. At the completion of this course, students will be able to recognize common treatments of women in literature and see how women, through both classic and modern works of literature, challenge these roles. Although this is a literature-based course, writing is a major component of it.

☛ Modern American Literature **1/2 cr** **11, 12**

Primary: A1 Secondary: A2, A4, S, C1

Contemporary novels, poetry, short stories and drama of high interest to students are the focus in this course. Students will explore how social and political changes as well as stylistic experiments have shaped American literature from World War I to the present. They will explore how our country's literature reflects our changing ethnic and racial makeup as a nation, as they study a variety of writers who have come to define what it now means to be an American. Though this is a literature-based course, writing is a major component of it.

☛ World Literature **1/2 cr** **11, 12**

Primary: A1, C1 Secondary: A2, A4, S, C2

World Literature examines the human conflicts found in literature worldwide, from Russia to India, from Africa to South America. In World Literature, students will examine a variety of cultures at different points in history. By immersing themselves in these cultures through

literature, students find not only what is unique to each culture, but what is universal among cultures. Students will also be able to identify what elements make for a good story, no matter from where or from whom the story springs. Although this is a literature-based course, writing is a major component of it.

☛ Science Fiction **1/2 cr** **11, 12**

Primary: A1 Secondary: A2, A4, S, C1

The literature of the imagination has become a field in its own right. In this course, students will discover the roots of science fiction, trace the development of science fiction, and learn the techniques of science fiction writers. Students will engage primarily in analytical reading of science fictions novels and short stories. Texts may include *The Martian Chronicles*, *Childhood's End*, *1984*, *Frankenstein*, *Ender's Game*, and *A Canticle for Leibowitz*. Through their reading, students will create a working definition of science fiction. Although this is a literature-based course, writing is a major component of it.

☛ Non-fiction **1/2 cr** **11, 12**

Primary: A1, A2, C1 Secondary: A4, S, C2

This course is designed to give students an opportunity to examine the genre referred to as non-fiction. What types of writing does non-fiction include? Newspapers, magazines, biographies, memoirs, travel stories, adventure tales, humor, satire, survival epics, sports stories, personal essays-all of these and more are the material we call nonfiction.

Students may also discover that, although the genre is labeled non-fiction, no writing is totally objective; every piece of writing contains some bias. How do we know? That will be the overarching objective of the course: to become close enough readers of non-fiction to know what the purpose of each piece is and to what audience each piece is directed. Students will become informed and critical readers, capable of forming their own opinions about what they read. Although this is a literature elective, writing is a major component of it.

☛ The Short Story **1/2 cr** **11, 12**

Primary: A1 Secondary: A2, A4, S, C1

This literature elective will focus on the genre of the short story. The course will explore this genre from three perspectives. First, students will examine the development of the short story as the natural descendent of the fairy tale, the fable, and the folk tale. They will look at the characteristics of these early, primarily oral ancestors of the story and determine how these became what we now think of as the short story. Second, students will explore a series of sub-

categories within the short story genre—horror, mystery, historical fiction, war stories, and science fiction—to demonstrate the flexibility of the form. And third, students will select one author from a list of possibilities, read a series of short stories by that author, and compare the elements of the story from one author’s point of view. Although this is a literature-based course, writing is a major component of it.



Hopkinton High School in 1903, when it was on School Street in Contoocook.

FAMILY & CONSUMER SCIENCES

Career Pathways

1/4 cr

Required: 10, 11

Primary: A4, C1 Secondary: A1, A3

1st sem. 11th; 2nd sem. 10th

Career Pathways is a 9-week course that provides the opportunity for students to begin their individual career decision-making process, including a career-development portfolio. Students will become knowledgeable about the world of work, explore various career options, and relate their personal skills, aptitudes, interests, and academic achievement to future career decisions.

Foods 1: Food Rules!

1/2 cr

9, 10, 11, 12

Primary: A2, A3, A4

Prerequisite: Middle School FACS

This kitchen lab course covers the fundamentals of food preparation and service, with emphasis on a safe working environment and sanitary conditions in all areas of the facility. Students will receive instruction in equipment, identifying tools, knife skills, and vocabulary terms used in recipes. The importance of nutrition, meal planning, and following procedures in recipe directions will be stressed. Students will prepare a variety of foods.

Foods 2: Culinary Arts

1/2 cr

10, 11, 12

Primary: A1, A2, A3, A4

Prerequisite: Food Rules!

This kitchen lab course provides advanced instruction and experience in the preparation of main dishes, such as poultry, beef, and pork, from the instructor, internet, and guest chefs. Students will also learn techniques used in yeast breads, pastry, and cake-making. Plate presentation and garnishes will be addressed. Culminating activities may include recipe development and cafeteria food service experiences. This course is for the motivated student in the art of cooking, who may be considering a career in food service, or have a desire to achieve a higher level of expertise for personal use.

On My Own

1/2 cr

11, 12

Primary: A2 Sec: A3, A4, C1

For enrollment in grade 10: Permission of instructor

Ever wonder what it will be like when you're finally on your own? On My Own simulates what the world has in store for you as you make those important decisions and establish those defining goals: what I really want to be when I grow up; the decision to leave home; scoping out affordable first-time housing, suitable wheels, daily meals; how to be a savvy consumer with sharp financial skills in a culture where everyone wants a piece of your paycheck. This

course allows you to get a head start, through simulations, guest speakers, and field trips, on the life you're about to lead, through hands-on problem-solving; while emphasizing the purposeful use of goals, critical thinking, and communication skills. Fast-paced and never dull, this course will help prepare students to be more knowledgeable consumers.

FINE ARTS: ART, MUSIC, & THEATRE

ART

🎨 Drawing **1/2 cr** **9, 10, 11, 12**

Primary: A1 Secondary: A2, A4

This course deals with rendering realistic images with pencil and pastel. This objective will be realized through assignments in various sketching techniques, shading, perspective, color, and textural detail. A chronological presentation of Western Art History is a weekly feature of this course.

🎨 Drawing in Color **1/2 cr** **9, 10, 11, 12**

Primary: A1 Sec: A2, A4

Prerequisites: Drawing or permission of instructor

This course continues the exploration of visual perception and techniques introduced in Drawing. A variety of dry, water based, and oil based pastels and colored pencils will be used. Color theory will include the effects of varied tone, gradation, color temperature, and saturation.

🎨 Design **1/2 cr** **9, 10, 11, 12**

Primary: A2 Secondary: A4

This course deals with two- and three-dimensional design. Students will solve various problems of visual and practical design, including toothpick structures, gliders, sculptures, graphic designs, board games, room models, and airbrushed t-shirts.

🎨 Sculpture **1/2 cr** **9, 10, 11, 12**

Primary: A1 Secondary: A2

This course explores the expressive and structural issues of three-dimensional form. Representational and abstract subject matter will be interpreted in the forms of relief, free-standing, and mobile sculpture. Students will explore a variety of techniques including: carving, assemblage, and casting.

🎨 Ceramics **1/2 cr** **9, 10, 11, 12**

Primary: A1 Secondary: A4

This course will explore functional, decorative, and expressive forms in clay. The student will be exposed to a variety of hand-building and introductory wheel-throwing techniques. A brief exploration of the art of China, Japan, and India is a feature of this course.

🎨 Photography **1/2 cr** **9, 10, 11, 12**

Primary: A1, A4 Secondary: A2

The course stresses the importance of using composition, focus, and contrast when taking the photograph. The adjustment of the raw print will be achieved through burning, dodging, and spotting processes. The student will need an extra block of time for darkroom lab. Each student needs access to a 35 mm camera and his or her own stock of poly-contrast paper.

🎨 Painting **1/2 cr** **10, 11, 12**

Primary: A1 Secondary: A4 **Prerequisites: Drawing or permission of instructor**

This course explores the technical and expressive possibilities of work with various wet media. A systematic approach will include watercolor monotone studies to full color acrylic renderings from observation.

🎨 Advanced Art **1/2 cr** **10, 11, 12**

Primary: A1 Secondary: A2 **Prerequisites: Drawing or permission of instructor**

This course deals with developing a personal expressive style in the disciplines of drawing, painting, print making, sculpture, design and crafts. The first quarter is constructed of teacher directed assignments. The second quarter is made up of student/teacher directed assignments.

Introduction to Digital Media **9, 10, 11, 12**

Primary: A1, A4 Secondary: A2, S

This course focuses on the history, aesthetics, and technology of digital still photography and videography. Students will create individual CD albums of original still photographs, and will collaborate on a variety of short video projects that will allow them to participate in all aspects of video pre-production, production, and post-production. Lab time outside of class will be required. Students may use their own digital cameras with permission from the instructor.

MUSIC

🎵 **High School Chorus** **1/2 cr** **9, 10, 11, 12**

Primary: A1, A3 Secondary: A2

This course is open to students in grades 9-12 who enjoy performing quality choral literature. Emphasis will be on solfeggio, choral styles, diction, and multicultural music. Improvisation, as well as solo and accompanist opportunities, will exist. The chorus will perform at least three performances plus the National Honor Society induction and HHS graduation.

🎵 **Concert Band** **1/2 cr** **9, 10, 11, 12**

Primary: A1, A3, A4 Secondary: A2

This course is open to students who play a band instrument in grades 7-12. Concert Band comprises middle school band (grades 7 and 8) and high school band (grades 9-12). Emphasis will be on tone production, ensemble playing, technique and overall musicianship. At least three public performances are required, with many more as optional.

🎵 **Jazz Band** **1/2 cr** **9, 10, 11, 12**

Primary: A1, A3, A4 Secondary: A2

Prerequisite: Permission of instructor

This course is designed to develop improvisation skills, while concentrating on standard jazz literature. Performances are required.

🎵 **Steel Pan Band** **1/2 cr** **10, 11, 12**

Primary: A1, A3, A4 Secondary: A2

This course is open to students who have an interest in improving their musical knowledge through the study of pan. On the occasion that too many students sign up, seniority will come into play. Emphasis will be on ensemble performance and mastery of the typical and most used elements of pan music. There are required performances and many that are optional.

🎵 **Music Theory** **1/2 cr** **10, 11, 12**

Primary: Secondary:

This course will teach you basic composition and design of two, three and four part music. Note reading, rhythm reading and basic music set up will be reviewed. By the end of this course, students will be able to write melodies and harmonies appropriate for vocal and instrumental ensembles, including the sounds of today. Some of these compositions may be performed.

THEATRE ARTS

☛ **Theatre Arts** **1/2 cr** **9, 10, 11, 12**

Primary: A1, A2, S Secondary: A4, C1

This course is a study of the general principals of theatre arts, including the methods, aims, functions and characteristics of this unique art form, with an overview of its history and its impact on society. The class will focus on the practical applications employed by this art form and will allow for individual expression.

☛ **Directing & Production** **1/2 cr** **9, 10, 11, 12**

Primary: A1, A2, S Secondary: A4, C1

Prerequisite: Theatre Arts

This course is open to students who have an interest in improving their theatrical knowledge through the study of directing and producing. The student will be required to direct a short play and to promote this performance utilizing the skills acquired in the Theatre Arts class.

☛ **Intro to Technical Theatre** **1/2 cr** **9, 10, 11, 12**

Primary: A1, A2, A4, S Secondary: C1

This course is designed to develop those skills employed with the “backstage” elements of a theatrical production. The class will include an overview of the following crafts associated with theatre arts: lighting, sound, set construction, properties, stage rigging, costumes, make-up and stage management.

☛ **Acting I** **1/2 cr** **9, 10, 11, 12**

Primary: A1, A2, A4, S Secondary: C1

In this course students will learn the basics of acting. Through games and exercises, students will learn how to use their voice and body for the stage. Students will learn techniques for character development and how to read a script as an actor. Short scenes will be performed in class.

☛ **Acting II : Improvisational Acting** **1/2 cr** **9, 10, 11, 12**

Primary: A1, A2, A4, S Secondary: C1

Prerequisite: Acting I

Ever seen “Whose line is it anyway?” Students will use many similar games in class to develop their skills of improvisation. Quick thinking and reaction time is key in this course as the basis of improvisation calls for the ability to make a scene flow with little or no preparation time. Students will also learn about *Commedia dell’arte*, one of the first forms of improvisation using masks to create characters and situations that are still used today in modern day

sitcoms and soap operas. In this course, students will gain confidence and the ability to think on their feet while developing a wide range of characters that they can apply to later theatrical productions.

☛ ***Production and Technical Theater***
9, 10, 11, 12

1/2 cr

Primary: A1, A2, A4, S Secondary: C1

Students will learn through doing in this course as they will design and create the set and lights for the upcoming productions. Through reading the script and learning about production, a student will work with the director to create and implement a workable concept. Students may be required to attend some rehearsals after school as well as final performances.

☛ ***Directing***

1/2 cr

9, 10, 11, 12

Primary: A1, A2, A4, S Secondary: C1

Prerequisite: Acting I

In this course students will learn about leadership and work to find their own style as an artistic director. Through studying how others have been successful students will create techniques that work. Students will learn about production concept as well as how to work with actors. Directing students will work closely with the acting class and direct students in short scenes putting their theories into practice.

Integrated Mathematics 1 **1 cr** **Required: 8, 9**
Primary: A1, A2, A4 **Prerequisite: Mathematics 8 or equivalent**

This course offers a mix of algebra and geometry. The theme for this course is “Patterns and Properties.” Among the topics discussed are exploring geometric figures, exploring data, graphs, expressions, sentences, and situations; models for operations; linear situations, sentences and graphs; products and powers; special powers; properties of geometric figures; measures in geometry; introduction to probability and simulation; introduction to functions.

Certain academic criteria must be met in order to take this course in grade 8.

This course satisfies 1 credit of Hopkinton High School’s requirement in mathematics and 0.5 credits of the NH State algebra requirement.

Integrated Mathematics 2 **1 cr** **Required: 9, 10**
Primary: A1, A2, A4 **Prerequisite: Integrated Mathematics 1 or equivalent**

The theme for this course is “Visualizing Relationships.” Among the topics discussed are variation and modeling, coordinate geometry, transformations of geometric figures, introduction to trigonometry, functions, lines, parabolas, exponential curves, transformations of functions, systems, matrices, combinatorics, binomial distribution.

Certain academic criteria must be met in order to take this course in grade 9.

This course satisfies 1 credit of Hopkinton High School’s requirement in mathematics and 0.5 credits of the NH State algebra requirement.

Integrated Mathematics 3 **1 cr** **10, 11**
Primary: A1, A2, A4 **Prerequisite: Integrated Mathematics 2 or equivalent**

The theme for this course is “Functions & Reasoning.” Among the topics discussed are fitting curves to data, circular functions and models, exponential and logarithmic functions, logic, reasoning in geometry, reasoning in algebra, reasoning in intuitive calculus, reasoning in discrete mathematics, reasoning in probability, reasoning in statistics.

Certain academic criteria must be met in order to take this course in grade 10.

Integrated Mathematics 4 **1 cr** **11, 12**
Primary: A1, A2, A4 **Prerequisite: Integrated Mathematics 3 or equivalent**

Want a hands-on approach to a variety of topics in modern math? In this course, students will use surveying, home design, and navigation to study geometry and trigonometry. Students will use game theory to investigate probability, and sports to understand statistics. Electronics, modeling, and other topics may be included, depending on student interest. Computers will be used to help in these explorations, but students need not be a computer whiz to join

us. If Pre-calculus seems a bit too advanced, consider Integrated Mathematics 4 instead.

• Advanced Algebra with Geometry 1 cr 10, 11

Primary: A1, A2, A4

Prerequisite: Integrated Mathematics 2

This course focuses on developing mastery in algebraic skills while enhancing and expanding knowledge in algebra, functions, trigonometry, and geometry. It is expected that students from this course will go on to Pre-calculus and Calculus in ensuing years. Therefore, this course will provide a rigorous approach to the topics covered, and substantial homework preparation will be required. This is an alternative to Integrated Math 3.

• Pre-calculus 1 cr 10, 11, 12

Primary: A1, A2, A4

Prerequisite: Integrated Mathematics 3 or equivalent

This course emphasizes high school algebra from an advanced standpoint. Among the topics discussed are elementary logic, iteration processes, sequences and series, permutations and combinations, analysis of the trigonometric functions, more elements of analytic geometry, matrices with vectors, probability and statistics. (Formerly called Advanced Mathematics)

Statistics 1 cr 11, 12

Primary: A1, A2, A4

Prerequisite: Advanced Algebra with Geometry or equivalent

This course is intended for students who do not have the prerequisites or the desire to take calculus. It is assumed that students entering will already have a strong grasp of algebraic functions and their accompanying graphs. This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to three broad conceptual themes: exploring data, planning a study and statistical inference. Much of the course will use real-world examples for activities and projects.

AP Statistics 1 cr 11, 12

Primary: A1, A2, A4

Prerequisite: Pre-calculus and Advanced Algebra with Geometry

This course prepares students to take the Advanced Placement examination being the equivalent of a college-level statistics course. It is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry (graphs and graphing). Students entering should have a strong grasp of algebraic functions and their accompanying graphs. This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to three broad conceptual themes: exploring data, planning a study, and

statistical inference. It is expected that students will take the AP exam upon completion of this course.

AP Calculus AB

1 cr

11, 12

Primary: A1, A2, A4

Prerequisite: Pre-calculus or equivalent

This course prepares students to take the Advanced Placement examination in the equivalent of a college-level first-semester calculus course. It is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry (graphs and graphing). The AB course focuses on the three basics of calculus: limits, derivatives, and integrals. We will look at the derivatives and integrals of functions represented in three ways: a formula, a graph, or a table of values.

AP Calculus BC

1 cr

12

Primary: A1, A2, A4

Prerequisite: Calculus AB

This course prepares students to take the Advanced Placement examination in the equivalent of a college-level second-semester calculus course. It is intended for students who have successfully completed Calculus AB. In addition to a review of topics from AB, the BC course tackles techniques of integration, differential equations, Taylor and other series, and more.

WORLD LANGUAGES

For continuation to the subsequent level in any world language class, students should have a C average or better and/or the permission of the instructor. Incoming students new to the Hopkinton School District will be placed appropriately based on prior student language experience and an evaluation by the instructor.

German 1 is not available in the high school and must be taken in middle school.

French 1

1 cr

9, 10, 11, 12

Primary: A1, S, C1 Secondary: A2, A4, C2

French 1 is an introduction to the language which emphasizes listening and speaking skills and understanding basic grammar concepts. Students learn the vocabulary and grammar necessary for simple spoken and written communication. The language is placed in its cultural context through the study of songs, holiday customs and geography. A field trip to Quebec City may be offered to students at this level.

French 2

1 cr

9, 10, 11, 12

Primary: A1, S, C1 Secondary: A2, A4, C2

Prerequisite: French 1

French 2 continues to emphasize proficiency-based listening, speaking, reading and writing skills in the context of simple communication. In addition to the text and practice materials, genuine cultural materials such as excerpts from native language newspapers, television and video are used in this communicative program. Students will be able to understand basic conversations and respond to simple questions concerning travel, weather, buying and selling, directions, descriptions, life styles and leisure activities. A French immersion experience in Canada may be offered at this level.

French 3

1 cr

10, 11, 12

Primary: A1, S, C1 Secondary: A2, A4, C2

Prerequisite: French 2

French 3 is proficiency-based and continues to deepen and add knowledge of the complex structures necessary to interact with some success in a native environment. The students will review and expand skills in grammar, speaking, reading, writing and listening comprehension by sustaining short information-based conversations effectively and appropriately in culturally based situations. The classes are conducted in French. A French immersion experience may be offered.

French 4**1 cr****11, 12****Primary: A1, S, C1 Secondary: A2, A4, C2****Prerequisite: French 3**

French 4 offers a total experience in French language immersion. Students continue to develop the four language skills of listening comprehension, speaking, reading and writing in contexts which have more sophisticated grammatical structure. In addition to the culturally authentic media such as video, radio broadcasts and native newspapers students will read a complete literary work in French and explore French literary analysis. The classes are conducted in French. A French immersion experience may be offered at this level.

French 5**1 cr****12****Primary: A1, S, C1 Secondary: A2, A4, C2****Prerequisite: French 4**

French 5 continues to immerse students in a French language experience. Students are required to participate in daily discussions, prepare essays on a variety of topics, present oral reports on selected topics and read a variety of texts, from literature to contemporary magazines and newspapers. Listening skills are sharpened through the use of authentic video, films and television broadcasts. The classes are conducted in French. Students are strongly encouraged to take the AP exam in May of the academic year. A French immersion experience may be offered at this level.

German 2**1 cr****9, 10, 11, 12****Primary: A1, S, C1 Secondary: A2, A4, C2****Prerequisite: German 1**

German 2 continues to emphasize proficiency-based listening, speaking, reading and writing skills in the context of simple communication. In addition to the text and practice materials, genuine cultural materials such as excerpts from native language newspapers, television and video are used in this communicative program. Students will be able to understand basic conversations and respond to simple questions concerning travel, weather, buying and selling, directions, descriptions, life styles and leisure activities.

German 3**1 cr****10, 11, 12****Primary: A1, S, C1 Secondary: A2, A4, C2****Prerequisite: German 2**

German 3 is proficiency-based and continues to deepen and add knowledge of the complex structures necessary to interact with some success in a native environment. The students will review and expand skills in grammar, speaking, reading, writing and listening comprehension by sustaining short information-based conversations effectively and appropriately in culturally based situations. The classes are conducted in German. A German immersion experience may be offered.

German 4 **1 cr** **Prerequisite: German 3**
German 5 **1 cr** **11, 12**
Primary: A1, S, C1 Secondary: A2, A4, C2 **Prerequisite: German 4**

German 4/5 offers a total experience in German language immersion. Students continue to develop the four language skills of listening comprehension, speaking, reading and writing with an emphasis on more sophisticated grammatical structure. Students are required to participate in daily discussions, present oral reports, prepare essays on a variety of topics and explore readings from various sources. Culturally authentic materials will be utilized. Students are strongly encouraged to take the AP exam in May of the academic year. A German immersion experience may be offered at this level.

Spanish 1 will not be offered in 2008-2009 **9, 10, 11**
Primary: A1, S, C1 Secondary: A2, A4, C2

Spanish 1 is an introduction to the language which emphasizes listening and speaking skills and understanding basic grammar concepts. Students learn the vocabulary and grammar necessary for simple spoken and written communication. The language is placed in its cultural context through the study of songs, holiday customs, and geography.

Spanish 2 **1 cr** **9, 10, 11, 12**
Primary: A1, S, C1 Secondary: A2, A4, C2 **Prerequisite: Spanish 1**

Spanish 2 continues to emphasize proficiency-based listening, speaking, reading and writing skills in the context of simple communication. In addition to the text and practice materials, genuine cultural materials are used in this communicative program. Students will be able to understand basic conversations and respond to simple questions concerning travel, weather, buying and selling, directions, descriptions, life styles and leisure activities. A Spanish immersion experience may be offered at this level.

Spanish 3 **1 cr** **10, 11, 12**
Primary: A1, S, C1 Secondary: A2, A4, C2 **Prerequisite: Spanish 2**

Spanish 3 is proficiency-based and continues to deepen and add knowledge of the complex structures necessary to interact with some success in a native environment. The students will review and expand skills in grammar, speaking, reading, writing and listening comprehension by sustaining short information-based conversations effectively and appropriately in culturally based situations. The classes are conducted in Spanish. A Spanish immersion experience may be offered.

Spanish 4
Spanish 5

1 cr
1 cr

Prerequisite: Spanish 3
11, 12

Primary: A1, S, C1 Secondary: A2, A4, C2

Prerequisite: Spanish 4

Spanish 4/5 offers a total experience in Spanish language immersion. Students continue to develop the four language skills of listening comprehension, speaking, reading and writing with an emphasis on more sophisticated grammatical structure. Students are required to participate in daily discussions, present oral reports, prepare essays on a variety of topics, and explore readings from various sources. Culturally authentic materials will be utilized. A Spanish immersion experience may be offered.

PHYSICAL EDUCATION & HEALTH

Health **1/2 cr** **Required: 9**

Primary: A2, A3, S Secondary: A1, C1

The health class is intended to examine the physical, emotional, intellectual, and social aspects of life. Emphasis will be placed on wellness and students taking responsibility for their own health. Students will learn about life style factors which contribute to wellness.

P.E. I / P.E. II **1/2 cr** **Required: 9, 10**

Primary: A3, S Secondary: A2, A4

To meet graduation requirements, high school students must complete a minimum of two semesters of physical education. When space is available, students may elect to take additional physical education. Students will be exposed to a curriculum which may include individual and team sports, recreational activities, and individual fitness programs.

Personal Fitness **1/2 cr** **11, 12**

Primary: A3, S Secondary: A1, A2, A4

The focus of this course will help students to develop a personal physical activity plan that will enable them to understand and utilize cardiovascular fitness, physical activity and fat control, muscular endurance, strength, flexibility, and fitness management for the future. The class is offered as an alternative physical education elective for juniors and seniors.

Single Gender PE (Female) **1/2 cr** **10, 11, 12**

Single Gender PE (Male) **1/2 cr** **10, 11, 12**

Primary: A3, S Secondary: A2, A4

These two courses (separate, of course) are designed to maximize participation in P.E. By increasing the comfort level of each student, muscular fitness and cardiovascular capacity will improve. Activities will vary based on the interest of the students involved. Lifetime sports and individual fitness will be included. These classes are offered as alternatives to the traditional physical education class for sophomores, juniors, and seniors.

PROJECT LEAD THE WAY

Project Lead the Way is designed to help students explore technology related careers and to prepare them for two- and four-year college, technology-based degree programs. Each class is taught in a laboratory setting using state-of-the-art technology, equipment, and software. Instruction is generally one-third theory and two-thirds application, with involvement of mentors from industry and colleges. Class activities focus on problem-solving, requiring students to work in teams to generate solutions. Students may have the option to earn college credit, when possible, through college articulation agreements, offering a seamless link between high school and college.

Typically, students who enjoy math and science will benefit from exploring at least part of the program. The program is aimed at both the student who is working towards a career in engineering or the student whose career choice is technical in nature. Students who do not perform well in the Integrated Mathematics sequence are not recommended for this program.

Introduction to Engineering Design (IED) 1 cr

9,10,11,12

Primary: A1, A2, A4, S, C1 Secondary: A3, C2

Have you tried to design something new or draw up an idea you wanted to share with your friends and wondered how you could communicate your idea? Or, have you wondered how someone designed that new MP3 player or sleek new phone? The Introduction to Engineering Design™ is the course for you. The major focus of the course is learning how to take an idea through a design process that will eventually be manufactured or produced. As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through various activities, projects, and problems. For example, after learning about the different techniques engineers use in determining how to design a product, you and your teacher will have the flexibility to explore the design and engineering processes to solve problems that are of interest to you. The course covers the following:

- The Role of an Engineer
- The Design Process
- Product Design
- Product Analysis and Improvement
- Designing as an Engineer

In addition, you will use Inventor, which is a state of the art 3-D design software package from AutoDesk, to help you design solutions to different design projects. Working in teams,

you will learn about documenting your solutions, solving problems, and communicating your solutions to other students and members of the professional community of engineering and engineering design. Introduction to Engineering Design™ is intended to serve as a foundation course within the Project Lead The Way® course sequence. All of the topics learned in this course will be used in future courses.

Principles of Engineering

1 cr

10, 11, 12

Primary A1, A2, A4, C1 Sec: A3, S, C2

Prereq: Intro to Eng. Design or permission

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering and technical systems and manufacturing processes. They will also learn how engineers and technicians address concerns about the social and political consequences of technological change. The main purpose of the course is to experience, through theory and hands-on problem solving, activities what engineering and manufacturing is all about and to answer the question, “Is a career in engineering or engineering technology for me?” Principles Of Engineering intended to serve as a foundation course within the Project Lead The Way® course sequence. All of the topics learned in this course will be used in future courses.

Digital Electronics

1 cr

10, 11, 12

Primary: A1, A2, A4 Secondary: A3, S, C1, C2

Prerequisite: Intro to Engineering Design, Principles of Engineering, or permission

Digital Electronics is a course of study in applied digital logic. This course is patterned after the first semester course in Digital Electronics taught in two- and four-year colleges. Students will study the application of electronic logic circuits and devices, applying Boolean logic to the solution of problems. Such circuits are found in automobiles, watches, calculators, video games, computers, and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives, and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology. Using the latest software, students will test and analyze simple and complex digital circuitry. Students will design, test, and actually construct printed circuit boards using chips and other components. Digital Electronics is intended to serve as a foundation course within the Project Lead The Way® course sequence. All of the topics learned in this course will be used in future courses.

Computer Integrated Manufacturing 1 cr

11, 12

Primary: A1, A2, A4, S, C1 Secondary: A3, C2

Prerequisites: Intro to Eng. Design or Principles of Engineering, and Digital Electronics

Computer Integrated Manufacturing is a course that applies the competencies developed in Principles of Engineering and Digital Electronics. Students learn the industrial applications of electromechanical technology as it relates to automation and robotics. A state of the art Computer Numeric Control (CNC) machining center and robotic parts handling system enables students to learn about automation and Flexible Manufacturing Systems (FMS) concepts. Machine control language for cutter tool path programming is taught along with automatic tool path generation utilizing a computer interface with the machining center. The course also includes the planning and implementation of a completely automated manufacturing system mode. CIM is intended to serve as a specialization course within the Project Lead The Way® sequence.

Engineering Design and Development 1 cr

11, 12

Primary: A1, A2, A4, S, C1 Secondary: A3, C2

Prerequisite: Permission of instructor

Engineering Design and Development is a project-based course where students will be required to apply the skills and knowledge acquired in previous courses to solve engineering problems. Students will be required to work independently in small work groups to systematically arrive at solutions to engineering problems. EDD is intended to serve as the capstone course within the Project Lead The Way® sequence.

Civil Engineering and Architecture (CEA) 1 cr

11, 12

Primary: A1, A2, A4, S, C1 Secondary: A3, C2

Prerequisite: Permission of instructor

Ever think about building a house, a store, a restaurant, and wondered how to go about it? Then Civil Engineering and Architecture is the course for you. The major focus of the course is a long-term project that involves the development of a local property site. As you learn about various aspects of civil engineering and architecture, you will apply what you learn to the design and development of this property. There is flexibility for you and your teacher in developing the property as a simulation or as a real-world experience that civil engineers and architects experience when developing property. The course covers the following:

- The Roles of Civil Engineers and Architects
- Project Planning
- Site Planning
- Building Design
- Project Documentation and Presentation

In addition, you will use a state of the art 3D design software package to help you design solutions to solve your major course project. Working in teams, you will learn about documenting your project, solving problems, and communicating your solutions to other students and members of the professional community of civil engineering and architecture.

CEA is intended to serve as a specialization course within the Project Lead The Way® sequence.

SCHOOL TO CAREER

The School to Career program offers students several approaches to contextual learning as a supplement to traditional secondary education. Students may choose from the options described below.

Internships **1/2 cr** **11, 12**

Primary: A1, A2, A4, C1, C2 Secondary: A3

Internships are available to students as a means of exploring a career or field of interest. You must be at least 16 years of age and a junior. Internships can be arranged as part of a course, or as a stand-alone activity. Each internship will require an educational component mutually determined by the School-to-Career Coordinator, parent, student, and workplace mentor.

Exploring Teaching **1/2 cr** **11, 12**

Primary: A1, A2, A4, C1, C2 Secondary: A3

This internship is for students with an interest in a career in the field of education. In this internship you will experience all facets of being a teacher, allowing you to gain an understanding of what is involved in being a professional educator and what career options are available to you. The School to Career Coordinator at Hopkinton High School will arrange your internship. You will be assigned to a teacher in the district at your preferred level and/or subject area. You may be required to maintain a journal of your experience, work under the direction of the cooperating teacher, and design and teach a lesson. Teaching interns will be monitored by the School to Career Coordinator.

And More...

Additional school to career activities might include job shadowing, short term internships, career rotations, informational interviews and workplace tours. These experiences are arranged by the School-to-Career Coordinator, are available to students of all grade levels, and are not necessarily activities for credit.

The units include quantitative analysis via the study of water, forensic chemistry, chemistry of cooking, states of matter, and the chemistry of hazardous materials. This course suits the needs of students wishing to pursue an associates or bachelors degree in a non-science major.

AP Chemistry **1 cr** **11, 12**

Primary: A1, A2, A4, S

Prerequisites: grade of C or better in Chemistry

AP Chemistry covers the same topics taught in first year chemistry, but in greater depth and with greater use of mathematics. Laboratory work will involve greater sophistication. The goal of the course is to prepare the student for success on the College Board Advanced Placement Exam such that college credit will be awarded.

General Physics **1 cr** **11, 12**

Primary: A1, A2, A4, S Secondary: C1

Prerequisite: Integrated Math 3

Strongly recommended: Pre-calculus (May be taken concurrently)

Physics is the study of matter, energy fields, and the interactions between them. This course spirals through the five themes of solid mechanics, fluid mechanics, electricity and magnetism, thermodynamics, and wave mechanics throughout the year in a curriculum that stresses the understanding and hands-on application of basic principles that govern the world around us.

AP Physics Mechanics **1 cr** **12**

Primary: A1, A2, A4, S Sec: C1

Prerequisite: Calculus (May be taken concurrently)

This is an advanced course modeled after the AP Physics “C” Mechanics course. This course covers Newtonian mechanics, kinematics, universal gravitation, thermodynamics, and wave theory in depth and in a calculus context. It is the equivalent of a semester of advanced college physics with lab in a small classroom setting, with a cooperative atmosphere, and with plenty of hands-on activities and empirical analysis. This course is designed for students intent on entering a major in science, engineering, pre-med, or mathematics.

AP Physics Electromagnetics **1 cr** **12**

Primary: A1, A2, A4, S Secondary: C1

Prerequisites: Calculus, Physics Mechanics (May be taken concurrently)

This is an advanced course modeled after the AP Physics “C” Electromagnetics course. This course covers electrical fields and potential, Gauss’ Law, Ohm’s Law and circuits, Kirchoff’s Law, quantum electricity, electromagnetic induction, Maxwell’s Equations, and electrical thermodynamics in depth and in a second-year calculus context. It is the equivalent of a semester of advanced college physics with lab in a small classroom setting, with a cooperative atmo-

sphere, and with plenty of hands-on activities and empirical analysis. This course is designed for students intent on entering a major in science, engineering, pre-med, or mathematics.

GIS & Natural Resource Management 1 cr

11, 12

Primary: A1, A2, A4, S Secondary: C1

Prerequisite: Biology

In GIS, students will learn ecological field techniques including sampling and identifying animal track and sign, plants, animals, and habitat types (forests, wetlands, and vernal pools). Significant time will be spent locally in the field gathering data. This course will also offer instruction of ArcView (ArcGIS), a state-of-the-art Geographic Information System (GIS) program that creates digital maps. Upon mastery of field and mapping techniques we will create thematic and analytical maps utilizing student collected data as well as state and national data. These maps will be used to try to understand various concerns relating to resource management and the relationship between natural resources and expanding human needs. This course can be a precursor to Environmental Science.

Environmental Science

1 cr

11, 12

Primary: A1, A2, A4, S, C1, C2 Secondary: A3

Prerequisite: Biology and Chemistry (may be taken concurrently)

Environmental science is a relatively new science elective for juniors and seniors. Students will experience a balance between time spent in the classroom learning basic ecological theory with time spent in the field applying these concepts. Students will investigate local and global issues relating to human environmental impact such as logging in the White Mountain National Forest, management of wild animal species, waste water treatment, and atmospheric pollution. This is the only high school elective which involves the Earth Sciences and has a significant Oceanography component. Field trips are an important part of the course. Examples of potential fieldtrips include a day trip to New Hampshire's seacoast, an overnight to Cape Cod, as well as studying local areas during classtime.

Biology 2

1 cr

12

Primary: A1, A2, A4, S Secondary: A3, C1

Prerequisites: Biology and Chemistry

This course is designed to replace AP Biology by offering a curriculum that will appeal to a broader audience. However, additional tutoring, testing, and labs will be offered for those students who wish to prepare for the AP Biology exam. Topics covered in depth are biochemistry, molecular genetics, evolution, and anatomy and physiology. Students will be required to do extensive lab work and independent reserach. This course is suggested for any student considering a college major within the biological sciences, including pre-med, pre-vet, and nursing.

SOCIAL STUDIES

☛ **World Cultures**

1/2 cr

Required: 9 (Fall)

Primary: A1, A2, S, C1 Secondary: A4, C2

World Cultures helps students gain a better understanding of the modern world and international issues. The course focuses on regions of the world and includes topics related to Latin America, Europe, the Middle East, sub-Saharan Africa, East Asia, and other regions. As students study particular regions, they review maps and aspects of physical geography, but the course emphasizes studying cultural geography—customs, organization, beliefs and other aspects of everyday life. **Honors section available. This course satisfies the state’s 1/2-credit requirement in global studies.**

Early American History

1/2 cr

Required: 9 (Spring)

Primary: A1, A2 Secondary: A3, C1, C2

Early American History serves as the first part of a three-semester sequence of American history. The focus of the second half of freshman year in social studies is America’s past and this course uses a chronological approach to study the period from 1600 to 1812. Major topics include European settlement, colonial development, the American Revolution, and the early republic. The course also builds on the organization, information-gathering, and thinking skills introduced in World Cultures in order to prepare students to succeed in American Studies-History as sophomores. **Honors section available.**

☛ **American Studies—History 1 cr**

Required: 10

Primary: A1, A2, S, C1, C2 Secondary: A4

American Studies-History is an American history course that uses a chronological approach to study the period from 1812 to 2001. The course avoids includes topics on art, music, and other subjects that enhance the study of history. In addition, the course goes beyond traditional political and military history to explore everyday life in the past. Themes in America’s history are also an important component of the course.

The teacher coordinates curriculum with the teacher of the corresponding section of American Studies-Literature and students will complete some integrated assignments which will count in both courses.

Students in American Studies-History must enroll in the same level of American Studies—

Literature. **Honors section available. This course satisfies the state’s 1-credit requirement in US History.**

🌐 Global Issues **1/2 cr** **10, 11, 12**

Primary: A1, A2, S, C1, C2 Secondary: A4

Global Issues emphasizes current international social, political, and economic issues. Instead of a textbook, the course uses Internet sites, periodicals, and other sources to learn about current events of international importance. Subjects range from sporting events to armed conflicts. The class will examine the most substantial issues in greater depth by glimpsing their history and learning about their contemporary context. **This course satisfies the 0.5-credit NH state graduation requirement in global studies.**

🌐 Geography **1/2 cr** **10, 11, 12**

Primary: A1, A2, A4, C1 Secondary: A3, S, C2

Geography reviews basic principles and topics in the study of geography and then conducts regional studies of Latin America, Europe, the Middle East, sub-Saharan Africa, and East Asia. Each unit highlights topics like physical features, political boundaries, natural resources, culture, and current issues. The emphasis of the course is learning about the modern world. **This course satisfies the 0.5-cr. NH state graduation requirement in global studies.**

🌐 Asian Studies **1/2 cr** **10, 11, 12**

Primary: A1, S, C1, C2 Secondary: A4

This course focuses on Asian societies, particularly India, China, and Japan. The class explores international conflicts, economic development, contemporary culture, and other topics using history, literature, music, art, philosophy, and religion.

This course satisfies the 0.5-credit NH state graduation requirement in global studies.

Law and You **1/2 cr** **10, 11, 12**

Primary: A1, A2, S, C2 Secondary: A4, C1

Law and You is designed to introduce students to the study of law by focusing on the philosophy and the development of laws, constitutional rights, court structures, categories of crime, and criminal proceedings. Students will have the opportunity to do a “Ride Along” with the Hopkinton Police Department and participate in a field trip to Concord District and Superior Courts.

Sociology**1/2 cr****10, 11, 12****Primary: A1, A2, S, C1, C2 Secondary: A4**

Sociology focuses on human society. Key subjects include the desires of individuals, the nature of groups, and the interaction between them. Modern America and its recent history provide the main setting for exploring topics like socialization, discrimination, conformity, and life stages.

Psychology**1/2 cr****10, 11, 12****Primary: A1, S Secondary: A2, A4**

Psychology is designed to introduce students to the essential tenets of psychology: perspective, methods of conditioning, schools of thought, abnormal behaviors, and intelligence & testing.

Psychology II**1/2 cr****11, 12****Primary: A1, S Secondary: A2, A4****Prerequisite: Psychology**

Psychology II is designed to meet the needs of those students who want to further explore issues in psychology. Topics covered will include physiology, sensation, perceptions, memory and therapeutic models. Students will engage in a number of collective activities and independently research a topic of their choice.

• Economics**1/2 cr****Required: 11 or 12****Primary: A1, A2, S, C2 Secondary: A4, C1**

Economics is not designed as a consumer economics course but as a course that describes the basic economic problems that all societies face. Topics include basic economic concepts, supply and demand, market structures, fiscal policy and taxation, financial markets, international trade, economic cycles, and comparative economic systems. The course will enable students to better understand the significance of economics in their daily lives. **This course satisfies the 0.5-credit NH state graduation requirement in Economics.**

• Honors Economics**1/2 cr****11, 12****Primary: A1, A2, S, C2 Secondary: A4, C1**

Honors Economics covers all of the topics addressed in Economics as well as monetary policy. The expectations for the course will be more rigorous, more in-depth, and require greater levels of independent student work. **This course satisfies the 0.5 credit NH state graduation requirement in Economics.**

Advanced Placement (AP) U.S. History 1 cr **11, 12**

Primary: A1, A2, S, C1, C2 Secondary: A4 Prerequisite: American History and American Studies

Advanced Placement United States History simulates introductory college courses on American history and thus emphasizes mastery of both a large amount of content information and advanced academic skills such as analyzing primary source documents. The course prepares students to take the AP exam in US History.

This course satisfies the state’s 1-credit requirement in US History.

🗳️ Civics **1/2 cr** **Required: 11 (Spring only); 12**

Primary: C2, C1, Secondary: A2, A1

Civics provides students with a fundamental and practical understanding of local, state and national government. The philosophical underpinnings of democracy act as a base as students learn about various levels of government. This course does not employ a textbook because the emphasis rests on engaging current issues. Students enhance their understanding of the structure and operation of government by completing traditional coursework, participating in simulations, listening to guest speakers, and being active citizens.

This course satisfies the 0.5-credit NH state graduation requirement in Civics.

Fed Challenge **1/2 cr** **12**

Fed Challenge Team **1/2 cr** **12**

Primary: A1, A2, S, C1, C2 Secondary: A4

Fed Challenge is an advanced study of monetary policy that explores the market forces and institutional structures that determine the Fed Funds Rate. The first semester course is dedicated to understanding the multitude of economic data that determine monetary policy.

During the second semester, a team of five students will be selected from the first semester course to participate in the Fed Challenge Competition sponsored by the Federal Reserve Bank.

TECHNICAL EDUCATION

Wood Technology

1/2 cr

9, 10, 11, 12

Primary: A2, A4 Secondary: S

Wood Technology is available to any high school student regardless of previous experience. Students will learn the fundamentals of working with wood, including project selection and design, use of hand tools and stationary power tools, joinery, fabrication, assembly processes, use of jigs and fixtures, and finishing. Instruction is provided to the class, as well as on an individual basis allowing for different skill and capability levels. Projects are chosen by students from an extensive library of plans. This course may be repeated.

Technical Woodworking

1 cr

9, 10, 11, 12,

Primary: A2, A4 Secondary: S

Technical Woodworking provides students with individualized instruction in intermediate and advanced woodworking skills and techniques. This course is designed for students who wish to expand and refine their woodworking skills with more attention devoted to detail and craftsmanship. Advanced Woodworking techniques are used to problem solve, plan, and design projects produced from various hardwoods. Projects are designed by students or chosen from an extensive library of plans. Prerequisite: Basic Woodworking skills or permission of the Instructor. **This course may be repeated.**

☛ Lathe Turning

1/2 cr

9, 10, 11, 12

Primary: A2, A4 Secondary: S

Lathe Turning is available to any high school student regardless of previous experience. This course is for students who want to explore Wood Technology with emphasis in Lathe Turning. The course content includes instruction in both spindle and faceplate turning, lathe safety, and basic turning skills using a bowl gouge, skew chisel, parting tool, and spindle gouge. Students select from a variety of projects including pen making, bowl turning, goblets, jewelry, and a wide range of additional lathe turning projects. The course content is reinforced by laboratory activities, product selection, design, production, and safety. Students may repeat this course at an advanced project level. **This course can be used to satisfy the fine arts required credit**

SUPPORT SERVICES

Students in grades 9-12 identified to be in need of specialized services can receive support in their academic classes through program modifications. In addition, the Learning Center can provide additional support, tutorial and remedial services. Students receive individual and/or small group instruction in a variety of settings throughout the school. Additional services are available as identified in an individual student's Individualized Education Program (IEP) or 504 Plan.

Social Cognition 1

1/2 cr

9, 10, 11, 12

Primary: A1, A2, A4 Secondary: A3, S, C1

Prerequisite: Permission of instructor

This course is designed to be a personal journey for the student. Students will take an active role in learning and developing behaviors necessary for success in school and everyday settings. Students will understand the development of physical, social, intellectual, and emotional aspects unique to adolescents.

Social Cognition 2

1/2 cr

10, 11, 12

Primary: A1, A2, A4 Secondary: A3, S, C1

Prerequisite: Social Cognition 1

The students, along with discovering the ability to create change and solve real-world problems, will investigate career planning and will generate a service project as a culminating activity.

Junior Workshop

1/2 cr

11

Primary: A1, A2, S Sec: A3, A4, C1, C2

Prerequisite: Permission of instructor

This course provides weekly instruction and guidance for juniors to help them anticipate and plan for their transition from high school, and to enter their senior year with a clear plan in mind. The class focuses on setting short-term, school-related goals within the larger context of their post-secondary educational and career goals. Futures planning activities help students articulate their personal, academic, and career aspirations, and lead them to list the specific steps they must take to reach their dream. Identifying sources of support and assistance is part of this process. Underlying this process is the academic goal of helping students cultivate executive functioning skills (establishing goals, making decisions, setting priorities, sequential planning, solving problems, monitoring results, and revising the plan). The course meets once a week and is team-taught by instructors from several disciplines.

Connections Café**1/2 cr****12****Primary: A1, A2, S Sec: A3, A4, C1, C2****Prerequisite: Permission of instructor**

This course offers a step-by-step process for transitioning from high school to the next steps beyond graduation. Students initiate the process with goal clarification, and move through the steps necessary to reach their individual goal, including completing college, job, and/or military applications, exploring funding sources for future training, visiting local campuses or job sites (based on individual goals and needs), rehearsing interview skills through class presentations of their goals and process, and examining day-to-day skills necessary for successful independent living. In addition, group activities which emphasize communication, teamwork, and leadership are woven into the program. Underlying this process is the academic goal of helping students cultivate executive functioning skills (establishing goals, making decisions, setting priorities, sequential planning, solving problems, monitoring results, and revising the plan). The course meets once a week and is team-taught by instructors from several disciplines.

ADDITIONAL OPPORTUNITIES

Junior/Senior Project **1/2 cr** **11, 12**

Primary: A1, A2, S, C1, C2 Secondary: A4

The Junior/Senior Project is an innovative opportunity for students to pursue their passion. Students, with the support of a teacher and mentor, will plan and implement a project with social significance. Students meet once a week with a teacher to work on research, presentation and other skills necessary to make this project a powerful experience. Creating bio fuels, writing and directing a play about homelessness, creating a bike safety and repair pamphlet are examples of past projects.

Engage: Exploring Nonviolent Living **1/2 cr** **11, 12**

Primary: A1, A2, C1, C2 Secondary: A4 t

This ¼ credit seminar/course is an introduction to the principles and practices of nonviolence as a daily tool for building a more just and peaceful world. Students will learn from Dr. Martin Luther King Jr. and other great educators, as well as ordinary citizens around the world who have experimented with nonviolent alternatives. Exploring Nonviolent Living offers hands-on experience drawing on weekly group reflections and exercises designed to encourage questions and lively discussion, while enhancing ones understanding and skill building. Students will have the opportunity to experiment and learn through readings, music, poetry, stories, and film.

This course will be taught by LR Berger, poet, nonviolence educator, clinical mental health counselor, activist, and college instructor as a visiting teacher in residence.

Adventure Education **1/2 cr** **10, 11, 12**

Primary: A1, A2, A3, A4, S Secondary: C1, C2

This course is open to students in grades 10-12 who enjoy the outdoors, enjoy challenging themselves, and are willing to work with other students. The primary goal of this class is to learn how to safely participate in the following adventure-based activities: backpacking, rock climbing, biking, orienteering, ropes course/challenge, wilderness survival, snowshoeing, shelter making, and kayaking/canoeing. Secondary goals include, but are not limited to, increasing a student's self-confidence, self-reliance, self-awareness, and the ability to understand the needs of others. Keeping a journal is a requirement through all activities.

Independent Study**1/4 – 1 cr****10, 11, 12**

A student may assume the responsibility of taking a course as Independent Study, provided the following requirements are met:

- The course is not a requirement for graduation.
- The course is not available as a standard offering of the school or the student has demonstrated knowledge and mastery of the subject which is significantly beyond that taught in the standard course.
- A faculty member volunteers to plan, supervise, and evaluate the course-work which the student will produce.
- Proposal deadline is the second Friday in September.
- An independent study may be added in January with permission.
- Contracts are available in the Guidance Office.
- The independent study must be a 6th course for seniors or a 7th for underclassmen.

An independent study course is not restricted in length and may be awarded credit based upon the following:

34 hours or more = 1/4 credit

68 hours or more = 1/2 credit

102 hours or more = 3/4 credit

135 hours or more = 1 credit

Peer Instruction**1/4 cr (per semester)****9, 10, 11, 12**

Students in grades 9-12, who are in good academic standing and who have special talents, are encouraged to use their free time in service to their fellow students. Peer instructors work under the direction of teachers in a variety of capacities, including one-to-one tutoring, small group tutoring, laboratory preparation, clerical work, or skills demonstration. Note: Peer instruction is taken in addition to a student's normal course load. Peer Instruction will be graded on a pass/fail basis.

Driver Education**1/4 cr****9, 10, 11, 12**

Prerequisite: Student must be 16 by the last scheduled class of the course.

Eligibility for enrollment in this course will be according to birth date. The class is set up according to standards of Hopkinton School District and the State of N.H. and consists of 32 classroom hours and 10 driving hours. Emphasis is given to motor vehicle laws, defensive driving, and safety. The cost of the course is \$450 and must be paid by the student. The course is offered each quarter and once in the summer.

Concord Reg. Technology Center 2 cr

10, 11, 12

Part time cooperative technical education is available to juniors, seniors, and, occasionally, selected sophomores at Hopkinton High School through an arrangement with the Concord Technology Center. Interested students may elect a program from the following:

- Auto Technology I & II
- Graphic Arts Technology I & II
- Construction Technology I & II
- Criminal Justice I & II
- Culinary Arts I & II
- Foundations of Education
- Health Science & Tech. I & II
- Information Technology I & II
- Marketing I & II

Students with a vocational course as a part of their total academic program spend approximately two and a half hours each day at the Vocational Center and the remainder of their day at Hopkinton. Student schedule adjustments are made when possible to accommodate the block of time in which it is necessary to travel from HHS to the Technology Center. Students may take academic courses at Hopkinton which compliment their vocational training.

Most programs offered by the Technology Center comprise a duration of two (2) years. It is important to recognize that those students enrolled in technology programs during their junior and senior years may satisfy some of the State's mandatory graduation requirements. For example:

- 2 yrs. - Graphic Arts = 1/2 credit in fine arts
- 2 yrs. - Health Occupations = 1 credit in science and 1/2 credit in health
- 2 yrs. - Marketing = 1/2 credit in consumer economics

Students earn two (2) credits per year for successfully completing a technology program, for a total of four (4) elective credits toward graduation requirements.

College Courses

New Hampshire Technical Institute

Courses at NHTI-Concord are open to any Hopkinton student. Students will be held to the standards established by the course instructor at NHTI. Credits earned count as both college and high school credit. Students are required to pay course tuition to NHTI.

New England College

Courses at NEC are available to seniors on a space available basis, for a nominal admissions fee. Students will be held to the standards established by the course instructor at NEC. Credits

earned count as both college and high school credit.

Note: If a college course is taken to fulfill a student's minimum academic load (see page 10), that student will not be eligible for honor roll during the first and/or third quarters.

Notice of Non-Discrimination

The Hopkinton School District does not discriminate in its education programs, activities, or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Individual with Disabilities Education Act. Any person having inquiries concerning the Hopkinton School District's compliance with the regulations or the implementation of these laws may contact: Steven Chamberlin, Principal.

Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education or the Director, U.S. Department of Education, Office for Civil Rights, Region I, Boston, Massachusetts.

HOPKINTON MIDDLE /HIGH SCHOOL MISSION

We foster a learning environment that is safe, supportive, and respectful.

We promote personal integrity, intellectual curiosity, and civic responsibility.

We provide traditional and innovative opportunities for students to maximize their potential.

Academic Expectations (A)

Working independently and cooperatively, students at Hopkinton Middle/High School are expected to acquire the skills, knowledge, and behaviors necessary to:

- communicate ideas and information in written, spoken, and artistic modes; (A1)
- identify, analyze and solve problems; (A2)
- participate in activities that promote wellness; (A3)
- utilize instruments, tools, and technology. (A4)

Social Expectations (S)

Students will act with integrity, compassion, and respect. (S)

Civic Expectations (C)

Students will contribute to the well-being of society and act with respect for the differing values of the global community. (C1)

Students will honor and fulfill the responsibilities of citizenship. (C2)

Key to Course Listings:

Integrated Mathematics 2

Primary: A1, A2, A4

Course meets a graduation requirement

Primary and secondary expectations addressed by this course. See list above: Academic (A1-4), Social (S), and Civic (C1-2).

1 cr

Prerequisite: Integrated Mathematics 1 or equivalent

Potential credits

Course prerequisites

Required: 9, 10

Grade(s) in which course is normally taken and whether it is required.