

Hopkinton High School



Program of Studies
2011-2012

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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.

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MAXIMIZING POTENTIAL

Christopher J. Sousa, Principal
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Dear Students,

We are pleased to present the 2011-2012 Program of Studies. This book is an important tool in assisting you and your parents in guiding your education. It is extremely important for you to examine the course offerings and make informed decisions.

This year competency based credit acquisition is extended to the senior class. Students in grades nine through twelve will need to demonstrate proficiency in pre-determined course competencies in order to receive credit. This is in addition to earning a passing grade.

Graduation requirements are outlined on pages seven and eight. This year our freshmen, sophomore, and junior classes will be responsible for twenty-four credits in order to graduate. Please take time to examine the requirements as they vary depending on your year of graduation.

We included in the Program of Studies an outline of our new math curriculum, which only affects the freshmen class. We are moving away from the Integrated Math program toward a more traditional sequence of courses. Similar material, competencies, and standards are covered in both programs; however, teachers will use different teaching and sequencing practices. Both programs are strong, and we are confident in our mathematics instruction.

Course selection is an important process. The course sections are offered as a direct result of the number of requests. Please obtain as much information as possible before choosing a course. Speak with your guidance counselor, teachers, friends, and parents/guardians. Our goal is to create the best schedule possible for each and every student.

Please let us know if there is anything we can do to assist you in planning your 2011-2012 school year.

Best of luck,

Christopher Sousa
Principal

Christopher Kelley
Assistant Principal

Corrine Lajoie
Guidance Counselor 7 - 9

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 for the Classes of 2013, 2014, 2015 and 2016.

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 within the sequence (2013, 2014)		
Algebra 1, Algebra 2, and one other math course within the sequence (2015, 2016)		
Science	3 credits	4 credits
Physical science, 1 credit		
Biological science, 1 credit and one other science course within the sequence		
Social Studies	3 credits	4 credits
A global studies course, 1/2 credit		
American Studies - History, 1 credit		
Economics, 1/2 credit		
Civics, 1/2 credit		
A social studies elective, 1/2 credit		
Modern Languages	2 credits*(2014 and beyond)	3 credits
Physical Education	1 credit	1 credit
Fine Arts (Art, Drama or Music)	1/2 credit	1 credit
Information & Communication Technologies (ICT)	1/2 credit**	1 credit
Health	1/2 credit	1/2 credit
Careers	1/2 credit***	1/2 credit
Practical Art (pg. 15)	1/2 credit	1/2 credit
Experiential Learning (pg. 15)	1/2 credit	1/2 credit
Electives	5 credits	5 credits
Total	24 credits	29 credits

* The Modern Language requirement must include the completion of the second level of a language.

The first credit may come from the successful completion of Modern Language in grades 7 & 8.

** An additional 1/2 credit in Foundations of Technology may be required if successful demonstration of competencies via the portfolio is not approved.

*** New Career Graduation Requirement: All students, beginning with the graduating class of 2013 are required to earn an additional 1/4 credit for careers above the 1/4 credit careers class that has been required for several years. This 1/4 credit will not require course time, but instead, will be earned through an experiential approach.

Graduation Requirements of the Hopkinton School District for the Class of 2012.

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 within the sequence		
Science	2 credits	4 credits
Physical science, 1 credit		
Biological science, 1 credit		
Social Studies	2 ½ credits	4 credits
A global studies course, ½ credit		
American Studies - History, 1 credit		
Economics, ½ credit		
Civics, ½ credit		
Modern Languages		3 credits
Physical Education	1 credit	1 credit
Fine Arts (Art, Drama or Music)	½ credit	1 credit
Information & Communication	1 credit	1 credit
Technologies (ICT)		
Health	½ credit	½ credit
Careers	¼ credit	¼ credit
Electives	5 ¼ credit	5 ¼ credit
Total	20 credits	28 credits

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 24 credits is required for graduation as of the class of 2013.

Credit/Competencies

Competency-based credit acquisition has been mandated by the New Hampshire Department of Education. Competencies are defined as content, skills, and understandings that are critically important to the student's current and future academic success. In order to earn credit,

students must demonstrate proficiency in all competencies for that course by achieving a grade of 75 on each competency. Students who do not achieve a grade of 75 will need to re-mediate the competency (after school, during the summer) until a 75 is achieved or will need to repeat the course. Hopkinton High School has implemented this state requirement beginning with the class of 2012.

In conjunction with the competencies, students still must achieve an overall grade of 60 to pass a course. If a student does not achieve passing course grade, the traditional credit recovery programs are available (repeating the course, VLACS courses, summer school, or correspondence courses). Guidance Pre-approval is necessary.

Our hope is that students who achieve competency in the most critical content, skills, and understandings, and who also pass the course, will be prepared to move onto future learning.

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 Day 1/Day 2 Block Schedule. Classes meet for 90 minutes every other day, with a few exceptions. A one-credit course runs for the entire year; a half-credit course runs for a semester.

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 (☛) is a required course. 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
Algebra 1 <i>or</i> Integrated 2 ☛	1 credit
Integrated Physical Science ☛	1 credit
World Cultures ☛	1/2 credit
Early American History ☛	1/2 credit
French, German, <i>or</i> Spanish 1 <i>or</i> 2 ☛cl. of 2014	1 credit
Physical Education (1 semester) ☛	1/2 credit
Foundations of Tech. (ICT intro. course) ¹ ☛	1/2 credit
Health ² ☛	1/2 credit
Fine Arts ³	1/2 credit
Elective(s)	

Grade 10 (minimum 6 credits)

American Studies - History ☛	1 credit
American Studies - Literature ☛	1 credit
Integrated Mathematics 2 <i>or</i> next in sequence ☛	1 credit
Biology ☛	1 credit
French, German <i>or</i> Spanish 2 <i>or</i> 3	1 credit
Physical Education (1 semester) ☛	1/2 credit
Career Pathways ⁴ ☛	1/2 credit
ICT (advanced course) ⁵ ☛	1/2 credit
Fine Arts ³	1/2 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 1/2 credit Foundations of Technology must be taken in grade 9 or grade 10 if ICT proficiency was not demonstrated in grade 8.

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

³ 1/2 credit in Art, Music or Drama may be taken at any time, grades 9-12

⁴ 1/4 credit in Careers should be taken in either grade 10 or grade 11

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

Recommended Programs, Grades 11 and 12

As certain electives are not offered to ninth and tenth students, 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	1/2 credit
English elective	1/2 credit
Mathematics	1 credit
Science	1 credit
Economics	1/2 credit
Social Studies elective	1/2 credit
French, German, <i>or</i> Spanish	1 credit
Career Pathways	1/4 credit
Elective(s)	

Grade 12 (minimum 5 credits)

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

* This course must be in Global Issues or Asian Studies if the student has not already earned the 1/2 -credit NH state graduation requirement.

Students should schedule at least 1 study hall each semester; i.e., one every other day in the block schedule. One study hall each day may be preferable for some.

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. (See special qualifications, re: NEC and NHTI. pg. 60)
- 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 whenever possible.

Honors Courses

Honors sections of English, social studies, and science courses are offered in some courses. These courses are indicated in the descriptions. A student's academic performance, teacher input, and the following criteria will be utilized for admission into honors courses:

- Students must achieve an average of 87% or above in the prerequisite course(s). This benchmark has been a strong predictor of readiness for honors level work.
- Students must apply to the appropriate department chairperson 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
- Civil Engineering and Architecture
- 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. (Certain requirements apply)

Project Running Start Courses

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
- Precalculus
- AP Chemistry
- AP Physics Mechanics
- Environmental Science
- Biology 2

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, AP Physics Mechanics, AP Physics Electro Magnetics and AP Chemistry. Students may contract for an “AP Option,” in select courses 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 in a single year.

Extended Learning Opportunities (ELOs)

Extended Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom including, but not limited to: internships, junior/senior project, independent study, and VLACS courses.

- Each student may earn up to two credits through Extended Learning Opportunities.
- Extended Learning Opportunities for credit must have prior approval by the department chair (if appropriate), guidance counselor, and principal.
- Extended Learning Opportunities may not be utilized to earn credit for a course offered at Hopkinton High School or a graduation requirement. (Exceptions only granted with extremely compelling circumstances.)

New Categories

- **Experiential Learning Credit:** This credit is defined as hands-on learning that involves, at least in part, real life experiences. Credit for this category of learning requires some connection outside of school. Examples include but are not limited to internships, Junior/Senior Project, Adventure Education, Yearbook, Engineering Design and Development and service learning projects.
- **Practical Arts Credit:** This credit would be achieved by the application of learned content, knowledge, and skills to every day living situations. Examples include wood technology, family and consumer science, business education and some Project Lead the Way courses.

Requirement Key to Program of Studies

E = fulfills experiential learning requirement

F = fulfills fine art requirement

ICT = fulfills information technology requirement

P = fulfills practical learning requirement

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

- Required courses are designated with the symbol (★).
- **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 Foundations of Technology. This course is offered as an individualized course that takes place during a regularly scheduled class.

P 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.

This course is part of the Project Running Start Program. Students may earn four college credits through the New Hampshire Technical Institute for a \$100 fee.

P 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.

P 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.

P Marketing, Advertising, and Media Awareness 1cr

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, and understand how media influence our tastes, behavior, and purchasing decisions.

COMPUTER SCIENCE

ICT Foundations of Technology 1/2 cr

Required: 9*

Primary: A2, A4 Secondary: A1

Through this half-year course, students will demonstrate mastery of ICT literacy skills by creating a digital portfolio. Projects included in the portfolio will address basic computer operations and concepts; issues of ethics related to technology; responsible use of technology in a society that heavily relies on technology for decision making; and critical judgment in the use of digital research. Students will use common productivity and web-based software to increase 21st century learning skills. Collaboration and digital communication skills will be reinforced using multimedia software and equipment.

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

ICT Desktop Publishing (DTP) 1/2 cr

10, 11, 12

Primary: A1, A4

Prerequisite: Foundations of Technology

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.

ICT Computer Programming 1/2 cr

11, 12

Primary: A2, A4 Secondary: A1

Prerequisite: Foundations of Technology

This half-year introductory course will teach students to program using open source software, and will utilize real-world examples throughout the curriculum. It will provide students with a background of standard computer logic, and enhance problem-solving skills. The course is designed for students interested in learning more about programming; and will be an enjoyable learning opportunity for students who have no prior programming experience.

Meets the ICT “advanced course” requirement.

ICT, E 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 in 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.



Contoocook Academy, ca 1856.

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 - Literature to enroll in Composition 11. Honors contracts are available in some 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** **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** **1 cr (Eng)** **10**

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

Prerequisite: English 9

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 section available - (see page 12)**

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

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

Creative Non-Fiction

Public Speaking

Literature-Based Electives

World Literature

Science Fiction

Women's Literature

Shakespeare

The Short Story

Myth and Folklore

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. AP English fulfills both a writing and a reading requirement.

WRITING-BASED ELECTIVES

Creative Writing: 1/2 cr 11, 12

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

Creative Writing is a workshop course that introduces students to the basics of reading and writing in various modes: poetry, short fiction, and drama. As writers in this course, students will experiment and practice their craft, taking their cues from various published poets, writers, and dramatists in order to understand the strategies writers use to strengthen and clarify their ideas. Students will also begin to develop a sense of their own personal style of writing by responding to keep prompts and assignments. They will work through the stages of the writing process and share their work with their classmates.

Creative Non-Fiction: 1/2 cr 11, 12

Primary: A1, A4 Secondary: A2, C1

Creative Non-Fiction introduces students to successful models of writing in a wide range of genres, including nature writing, technical writing, travel writing, food writing, sports writing, the profile, the memoir, and the personal essay. After introductions to these genres, students will write their own pieces that reflect their knowledge of each mode of writing. While the literary elements of character, setting, tone, etc., are different in non-fiction, students will continue to apply knowledge of such literary elements in these new genres. Students will begin to develop a sense of their own personal style of writing and will work through the stages of the writing process in order to create polished final drafts.

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 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.

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 photog-

raphy. 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.

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 fiction novels and short stories. 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.

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.

Myth and Folklore

1/2 cr

11, 12

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

Students in this course will learn the purposes and effects of mythology and folklore. Students will compare and contrast the myths and folktales of various eras and cultures, including Greek and Roman, Norse, Aztec, and Native American, to determine how and why societies use such stories. Students will also explore the lasting impact of mythology and folklore, investigating how cultures today react to and or reflect the lessons of these stories. Students will select an independent text and explore how that piece uses mythic elements. Writing is a major component of this literature based course.



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

FAMILY & CONSUMER SCIENCES

Career Pathways 1/4 cr 10, 11

Primary: A4, C1 Secondary: A1, A3

Career Pathways is a semester-long course which meets for 45 minutes every other day. It 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.

P Foods 1: Food Rules! 1/2 cr 9, 10, 11, 12

Primary: A2, A3, A4

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.

P 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. 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.

P 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, 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

F 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.

F 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. Weekly drawing homework assignments are an important skill building feature of this class.

F 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.

F 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.

F 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.

F 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. Each student needs his or her own stock of poly-contrast paper.

F Painting **1/2 cr** **9, 10, 11, 12**

Primary: A1 Secondary: A4 **Prerequisite: 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.

F Advanced Art **1/2 cr** **9, 10, 11, 12**

Primary: A1 Secondary: A2 **Prerequisite: 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 consists of teacher directed assignments. The second quarter is made up of student/teacher directed assignments. Weekly drawing homework assignments are an important skill building feature of this class.

F, ICT Introduction to Digital Media **1/2 cr** **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. This course may also be taken to fulfill the advanced ICT course requirement.

MUSIC

F 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 participate in at least three performances plus the National Honor Society induction and HHS graduation.

F 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 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.

F 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. It is a requirement that students take Concert Band concurrently, unless by permission of the instructor. Performances are required.

F Steel 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.

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

Primary: Secondary:

This course will teach 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

F 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.

F 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.

F 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.

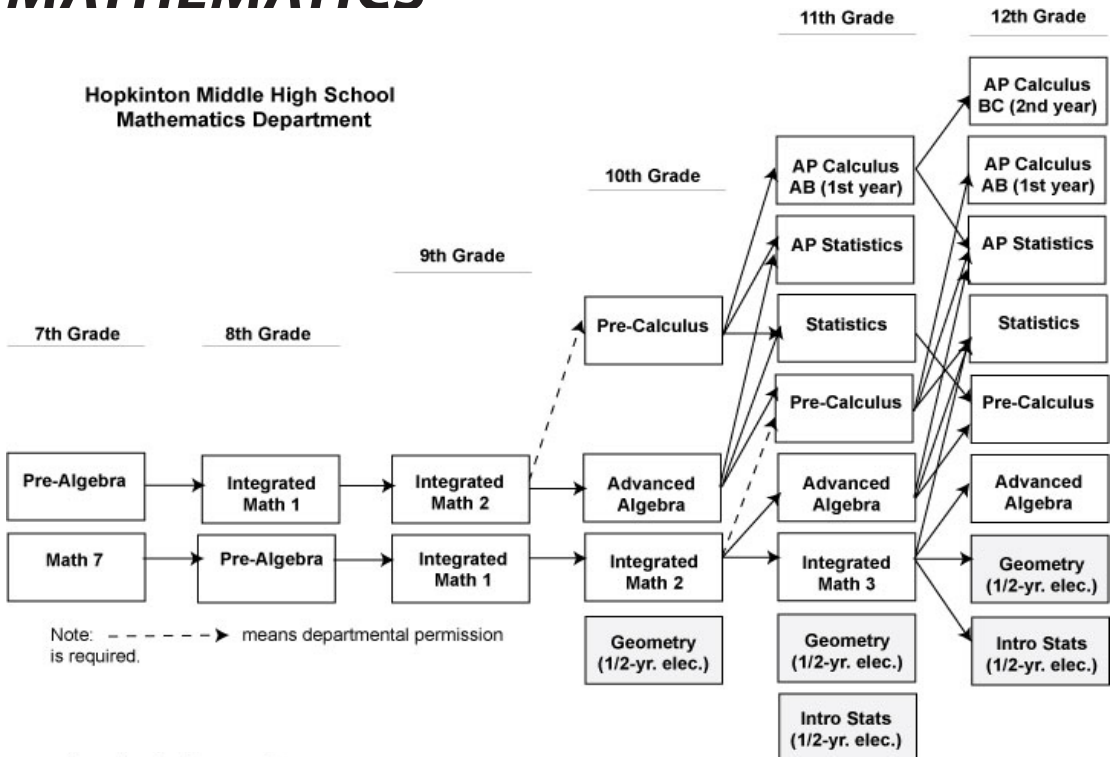
F Directing **1/2 cr** **9, 10, 11, 12**

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

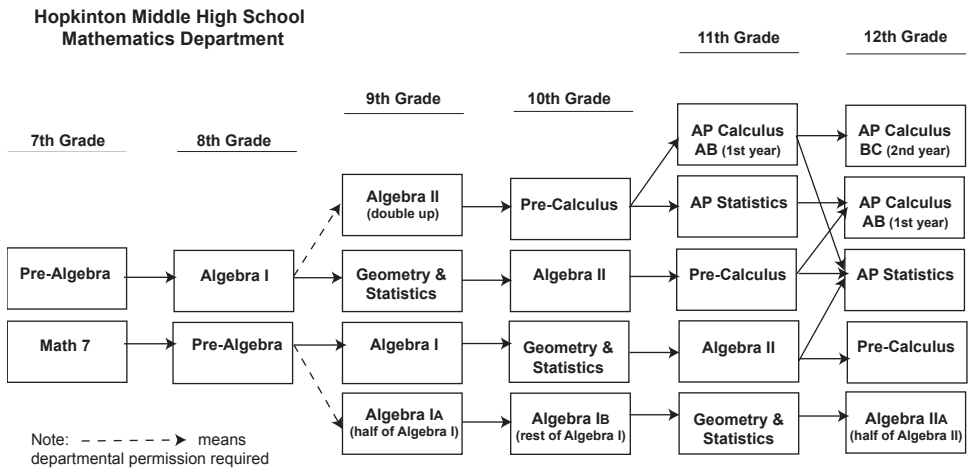
Prerequisite: Acting I

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 concepts 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.

MATHEMATICS



Use the above chart for students who are in Integrated Math 1 or 2. Use the chart below for students who are taking Pre-Algebra.



In an effort to better meet the needs of our students, the Mathematics Department is transitioning our curriculum from *Integrated Math*, to a more traditional approach. When the *Integrated* curriculum was adopted it reflected educational best practices, however our curriculum review process has led us to adopt a traditional Algebra 1, Geometry, Algebra 2, and Precalculus sequence. We will transition to this new curriculum over the next four years. In the 2011-2012 school year, Algebra 1 will become the first course in our math sequence. Sophomores of that same year will continue with the *Integrated* series until the class of 2015 graduates. At that time our transition to the new curriculum will be complete.

🔗 Algebra 1 **1 cr** **Required: 8, 9**

Primary: A1, A2, A4 **Prerequisite: Pre-Algebra or equivalent**

This course is the foundation for all high school mathematics courses. Skills taught in this class will lay the groundwork for upper level math and science courses. It is a bridge from the concrete to the abstract study of mathematics. The focus of Algebra 1 is the study of expressions, equations and functions. Among the topics discussed: polynomials; radical expressions; linear functions and relations; solving systems of equations; rational functions and equations, factoring and quadratic functions; exponential functions; and an introduction to statistics and probability. Real life applications are presented within the course content.

🔗 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; and 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 credit 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, and reasoning in statistics.

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

Geometry

1/2 cr

10, 11, 12

Primary: A1, A2, A4

Prerequisite: Integrated Mathematics 1

Through this semester course, students will gain an understanding of two and three-dimensional objects and their properties. Properties and relationships of geometric objects include: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged where possible.

Advanced Algebra

1 cr

10, 11, 12

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, and 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: Advanced Algebra 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)

This course is part of the Project Running Start Program. Students may earn four college credits through the New Hampshire Technical Institute for a \$100 fee.

Introduction to Statistics **1/2 cr** **10, 11, 12**

Primary: A1, A2, A4

Prerequisite: Integrated Mathematics 2 or equivalent

This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad concepts: planning a study, anticipating patterns, exploring data and statistical inference. It is assumed that students entering will already have a strong grasp of algebraic functions and their accompanying graphs.

Statistics**1/2 cr****10, 11,12****Primary: A1, A2, A4****Prerequisite: Integrated Mathematics**

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 Prerequisites: Pre-calculus or Advanced Algebra AND current mathematics teacher recommendation**

This course prepares students to take the Advanced Placement examination as it is 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
teacher recommendation****Prerequisite: Pre-calculus AND current mathematics teacher recommendation**

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, and a table of values.

AP Calculus BC

1 cr

12

***Primary: A1, A2, A4
recommendation***

Prerequisite: Calculus AB AND current mathematics teacher

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. Students must also have met the competencies of the previous level. Incoming students new to the Hopkinton School District will be placed appropriately based on prior student language experience and an evaluation by the instructor. **Starting with the graduating class of 2014, students must successfully complete level 2 of a world language in order to graduate from Hopkinton High School in 2009 - 2010.**

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

French 1 will not be offered in 2011-2012 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, and multiple internet resources 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 cultur-

ally 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, multiple internet resources and 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 multiple internet resources. 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 is a combined course with a curriculum that repeats every two years.

German 4/5 offers students a total experience in German language immersion. Students continue to develop the four language skills of listening comprehension, speaking, reading and writing with the 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.

Level 5 students are encouraged to take the AP exam given in May of the academic year. A German overseas experience may be offered at this level.

Spanish 1**1 cr****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, culturally authentic 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 im-

ersion 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

1 cr

Prerequisite: Spanish 3

Spanish 5

1 cr

11, 12

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

Prerequisite: Spanish 4

Spanish 4/5 is a combined course with a curriculum that repeats every two years. Spanish 4/5 offers students a total experience in Spanish language immersion. Students continue to develop the four language skills of listening comprehension, speaking, reading and writing with the 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. Level 5 students are encouraged to take the AP exam given in May of the academic year. A Spanish overseas experience may be offered at this level.

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 **1/2 cr** **9, 10**

P.E. II **1/2 cr** **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 10 (with instructor's permission), 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. Student may feel more ready to work on muscular fitness and cardiovascular capacity. 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 and 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.

ICT, P 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. **This course is part of the Project Running Start Program. Students may earn four college credits through the New Hampshire Technical Institute for a \$100 fee.**

ICT, P 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 that clarify 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 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. (College credit available from NHTI or RIT) **This course is part of the Project Running Start Program. Students may earn four college credits through the New Hampshire Technical Institute for a \$100 fee.**

ICT, P 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. (College credit available from NHTI or RIT)

ICT, P 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. (College credit available from NHTI or RIT)

ICT, E Civil Engineering and Architecture (CEA) 1 cr

11, 12

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

Prerequisites: 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 in their jobs. 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. (College credit available from NHTI or RIT)

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

ICT, E 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 in which 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. This course can be taken as an Independent Study with the instructor's approval.

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.

E Career Graduation Requirement 1/4 cr

10,11, 12

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

All students, beginning with the graduating class of 2013, are required to earn an additional 1/4 credit for careers above the 1/4 credit career pathways class that has been required for several years. This 1/4 credit will be earned through an experiential approach. In Grade 10, students will meet with the School-to-Career Coordinator and guided through a career interest assessment that will be used to begin an electronic portfolio. In grade 11 students will carry out two career exploration experiences such as two job shadows. These may or may not be completed during school hours. Students must work closely with the School-to-Career Coordinator who will guide, track, and verify student work.

E Internships

1/2 cr(Grade 10: special circumstances)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. Students 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 academic component determined by the School to Career Coordinator. Student interns are mentored and monitored by the School to Career Coordinator.

E 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 students will experience all facets of teaching, allowing students to gain an understanding of what is involved in being a professional educator and what career options are available. The School to Career Coordinator at Hopkinton High School will arrange this internship. Students will be assigned a teacher mentor in or out of the district at a preferred level and/or subject area. Exploring teaching interns will be mentored and 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.

SCIENCE

Integrated Physical Science 9 **1 cr** **Required: 9**
Primary: A1, A2, A4, S secondary C1, C2

Integrated Physical Science 9 is the last in a sequence of 3 courses starting in grade 7. Students will study the theme of “Changes in Nature.” Natural changes from the physical, biological, environmental, and earth sciences will be explored. Learning objectives will focus on the physical science principles that explain how these changes occur. Specific topics of study will include the earth’s atmosphere, genetics, ecological succession, plate tectonics, the laws of motion and thermodynamics, and basic principles of chemistry. **Honors section available.**

Biology **1 cr** **Required: 10**
Primary: A1, A2, A4, S, C1 Secondary: A3, C2

Biology will be taught as a laboratory science class. Students will perform laboratory investigations of teacher and student design. Topics to be covered are the scientific method as it relates to biology, chemistry of biology, energy in living systems, cells, cell reproduction, heredity, evolution, systems within living organisms, populations, and ecosystems. **Honors section available.**

Chemistry **1 cr** **10, 11, 12**
Primary: A1, A2, A4, S Sec: A3, C1 **Prereq: Int. Math 1 and 2 (Math 2 concurrently)**

Chemistry is the study of the composition, structure and properties of substances and the changes they undergo. Content will be mastered by lecture, demonstration, and laboratory exploration. Mathematics will be used to explain and understand much of the scientific phenomena encountered. Major topics include: atomic structure, periodicity, bonding, acids and bases, equilibrium, thermodynamics, and descriptive chemistry. This course will meet the needs of students wishing to pursue a career in science, medicine, or engineering or the needs of students wishing to stimulate their intellectual curiosity regarding the physical world.

Introduction to Chemistry and Physics **1 cr** **11, 12**
Primary: A1, A2, A3, A4, S Sec: C1, C2 **Prerequisite: Biology, Integrated Math 1**

Introduction to Chemistry and Physics provides a creative, hands-on overview of chemistry and physics. Chemical and physical concepts will be explored through a great variety of high interest laboratory experiments. The course will conclude with an introduction to astronomy, in which chemistry and physics come together. Most principles in this course will also be

addressed in Chemistry and General Physics, but there will be less emphasis on mathematics and more emphasis on laboratory skills. This course suits the needs of students wishing to pursue an associate's or bachelor's degree in a college non-science major. It will also prepare students for the high school Chemistry or General Physics courses.

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. **This course is part of the Project Running Start Program. Students may earn four college credits through the New Hampshire Technical Institute for a \$100 fee.**

General Physics

1 cr 10, 11, 12

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

Prerequisite: Integrated Math 3 or beyond

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

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

AP Physics Mechanics

1 cr

11, 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. **This course is part of the Project Running Start Program. Students may earn four college credits through the New Hampshire Technical Institute for a \$100 fee.**

AP Physics Electromagnetics **1 cr** **11, 12**

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

Prerequisites: Calculus and Physics Mechanics (either or both 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 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.

ICT, E 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 (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. Honors credit available. **This course is part of the Project Running Start Program. Students may earn four college credits through the New Hampshire Technical Institute for a \$100 fee.**

Biology 2**1 cr****11, 12****Primary: A1, A2, A4, S Secondary: A3, C1****Prerequisites: Biology and Chemistry**

This course is designed to be a hybrid between AP Biology and AP Anatomy and Physiology. The goal is to 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 research. This course is suggested for any student considering a college major within the biological sciences, including pre-med, pre-vet, physical therapy and nursing. **This course is part of the Project Running Start Program. Students may earn four college credits through the New Hampshire Technical Institute for a \$100 fee.**

SOCIAL STUDIES

🍷 **World Cultures** 1/2 cr **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 such as Latin America, Europe, the Middle East, and sub-Saharan Africa. As students study particular regions, they review maps and aspects of physical geography, but the course emphasizes cultural geography—customs, social organization, beliefs, and other aspects of everyday life. **Honors section available.** *This course satisfies the 1/2-credit NH state graduation requirement in global studies.*

🍷 **Early American History** 1/2 cr **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. It goes beyond traditional political and military history to explore everyday life in the past. The course includes topics on art, music, and other subjects that enhance the study of history. 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. Students in American Studies-History must enroll in the same level of American Studies—Literature. **Honors section (see page 12).** *This course satisfies the 1-credit NH state graduation 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 1/2-credit 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, modern culture, and other topics using history, music, religion, and other topics. *This course satisfies the 1/2-credit NH state graduation requirement in global studies.*

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

This course elaborates on topics introduced in the department's 8th grade survey course in World History related to the history of Western Europe. Topics include the development of the Roman Empire, the spread of Christianity, the medieval era, the Renaissance and the Age of Absolutism.

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

This course explores the basic elements of the criminal justice system, including criminal law, police procedures, criminal trials, and sentencing. It also examines tort, or civil, law while placing an emphasis on tort categories and defenses. Students will also have an opportunity to study the two basic elements of consumer law, contracts and warranties, spend a day with a Hopkinton patrol officer in a long-running "ride along program," and sit in on a trial at District or Superior Court.

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 1/2-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 1/2 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****Prerequisites: Early American History and American Studies-History or department permission**

AP US History simulates a college-level two-course introductory sequence 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 and writing scholarly essays. Both the breadth and the depth of study are greater than in American Studies-History. The course also emphasizes preparation for the College Board's AP US History exam in May. *This course satisfies the 1-credit NH state graduation requirement in US History.*

☛ Civics**1/2 cr****Required: 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. Students enhance their understanding of the structure and operation of government by completing traditional coursework, participating in simulations, listening to guest speakers, going on field trips, and being active citizens. *This course satisfies the 1/2-credit NH state graduation requirement in Civics & Governments.*

Fed Challenge**1/2 cr****12 (Fall only)****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 course is dedicated to understanding the multitude of economic data that determine monetary policy. Students who register for this course should also register for Fed Challenge Competition if they are participating on the school's Fed Challenge team in the interscholastic competition.

Fed Challenge Competition**1/2 cr****12 (Spring only)****Primary: A1, A2, A4, S, C1, C2 Secondary: A4 Prerequisite: Fed Challenge/ Approval of Instructor**

The instructor of Fed Challenge will select five students to form a team to participate in the interscholastic Fed Challenge Competition in Boston sponsored by the Federal Reserve Bank.

TECHNICAL EDUCATION

P Wood Technology

1/2 cr

9, 10, 11, 12

Primary: A2, A4 Secondary:

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.**

P Technical Woodworking

1 cr

9, 10, 11, 12,

Primary: A2, A4 Secondary: Prerequisite: Basic Wood technology or permission of the Instructor

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 by the Instructor. **This course may be repeated.**

F & P Lathe Turning

1/2 cr

9, 10, 11, 12

Primary: A2, A4 Secondary:

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 may be repeated.**

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. This could include practical versions of some classes. 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 and permission of instructor

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. Future 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).

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).

Foundations of Learning 1**1/2-1 cr****9, 10****Primary: A1, A2, A4 Sec: A3, S, C1****Prerequisite: Case Manager approval**

This course is designed to provide instruction in skill development. Students will take an active role in independent academic goals and objectives, self determination in preparation for post secondary education/employment, and executive functioning as related to purposeful directed problem solving behaviors.

Foundations of Learning 2**1/2-1 cr****10, 11****Primary: A1, A2, S Sec: A3, A4, C1, C2****Prerequisite: Foundations of Learning 1, Case Manager approval**

This course is a continuation of Foundations of Learning 1 in skill development. Students will develop a portfolio relevant to future education/training/employment connecting to their career interests, work skills, and learning style. Students will determine strategies for academic success, participate in articulation of strengths and obstacles to learning, and identify adjustments for challenges they might face as they transition to future goals.

ADDITIONAL OPPORTUNITIES

E 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. Significant time spent outside of class is required. Creating bio fuels, writing and directing a play about homelessness, creating a bike safety and repair pamphlet are examples of past projects.

E 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 participate safely 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 of each semester.**
- Contracts, available in the Guidance Office must be completed.

Peer Instruction**1/4 cr****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. Forms are available in the Guidance Department. Consultation with Guidance is required prior to form availability.

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 \$500 and must be paid by the student. The course is offered each quarter and once in the summer.

Concord Reg. Technology Center 2 cr**11, 12**

Part time cooperative technical education is available to juniors and seniors, and 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
- Construction Technology I & II
- Cosmetology I & II
- Cooperative Education
- Criminal Justice I & II
- Culinary Arts I & II
- Exploring Teaching I & II
- Graphic Arts & Digital Communication I & II
- Health & Science Tech. I & II
- Information Tech. 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 complement their vocational training.

Most programs offered by the Technology Center are comprised 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. - Information Technologies (ICT) = ICT credit

Students earn two (2) credits per year for successfully completing a CRTC 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 11), that student will not be eligible for honor roll during the first and/or third quarters.

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:

Indicates course is a required course

Potential credits

Course prerequisites

F *Integrated Mathematics 2*

1 cr

Required: 9, 10

Primary: A1, A2, A4

Prerequisite: Integrated Mathematics 1 or equivalent

Requirements fulfilled:
E: experiential
F: fine art
ICT: inf. technology
P: practical learning

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

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