

**Stoughton High School
Program of Studies
2023-2024**



Administration

**Juliette A. Miller
Administrative Principal**

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

**Dean Gr. 9 & 11
Daniel Landesman**

**Dean Gr. 10 & 12
David Hiltz**

**Athletic Director
Chris Carbone**

**Director of Guidance
Meg Kennedy**

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

District Administration

School Committee

Sandra Groppi, Chair
Katie Pina-Enokian, Vice Chair
Fabienne Francois-Morisset
Lindsey Kreckler
Katherine Weiss

Superintendent of Schools

Dr. Thomas Raab

Deputy Superintendent for Curriculum and Instruction

Jonathan D. Ford

Additional Information

Notice of Nondiscriminatory Policy of Stoughton Public Schools

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

Important School Phone Numbers

Superintendent's Office	781-344-4000	x51232
High School Office	781-344-7001	x4141
School Counseling Office	781-344-7001	x1202

Departmental Directors

Business & Career Technical Education	Ms. Kellogg	781-344-7001 x3212
English Language Arts	Ms. Ruschioni	781-344-7001 x3112
Fine Arts	Mr. Mange	781-344-7001 x1161
Mathematics	Ms. Kellogg	781-344-7001 x3212
Natural Sciences	Ms. Wiebe	781-344-7001 x2212
Physical Education	Ms. Jamiel	781-344-7001 x1131
History & Social Sciences	Ms. Regan	781-344-7001 x4179
School Counseling	Ms. Kennedy	781-344-7001 x1207
Special Education	Ms. Londergan	781-344-7001 x2102
World Languages	Ms. Alexandrino	781-344-7001 x4195

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Stoughton High School Mission Statement

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

21st Century Expectations for Student Learning

Academic

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

Civic/Social

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

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

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

NEASC Accreditation Statement

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

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

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

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

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

GENERAL INFORMATION

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

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

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

Guidelines for selection and advancement in course levels: Students are selected for advanced course levels based on the following criteria: teacher recommendation, standardized test scores, previous grades, administrative approval and writing samples wherever applicable. The decision to take an AP course at Stoughton High School should not be taken lightly. Your teachers, school counselors, and administration expect a lot from you. To earn Advanced Placement credit for any course, students **must take** the Advanced Placement Examination. The Principal or her designee may consider any exceptions to the guidelines stated above.

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

Course Selection Procedure

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

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

Guidelines for Course Choices

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

Our students are encouraged to do their best and are given the chance to excel by selecting courses that will help them plan for their postsecondary education. As part of our commitment to student growth and life-long learning, we expect students to gain valuable skills through electives across the curriculum. Electives help to broaden preparation for career interests. The Four Year Plan Worksheet, found on the last page of the Program of Studies, will be helpful to plan coursework and track your graduation progress.

Course Changes

Students who select courses that are cancelled due to under-enrollment, will be informed and asked to select a replacement course(s). Teachers review course recommendations in June and may change course recommendations based upon a student's final average. Teachers will notify parents of these changes. Students should select courses carefully as schedule changes might only be made in accordance to the guidelines below:

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

School Counseling Department

The School Counseling Department's mission is to provide a school counseling program that addresses the academic, career, and personal/social development of all students. An important function of the department is to help students realize their full potential by assisting them in planning for the future and selecting courses which will aid them in reaching their life goals. Each year, School Counselors use data to assist students with the selection of specific courses based upon an understanding of a student's own interests, abilities, future plans, graduation requirements and course availability. This information is gathered via planned curriculum and individual or group meetings with students.

Parents wishing to discuss academic progress, selection of courses, and other matters related to school performance are encouraged to consult with the counselor assigned to the student. Appointments may be arranged by contacting the School Counseling Department Office at 781-344-7001, extension 1202.

Stoughton High School Graduation Requirements

In order to graduate from Stoughton High School, students need to satisfy three requirements.

1. **Total Minimum Course Credits**
2. **Subject-Specific Coursework** both of these are outlined in the table on the next page
3. **Competency Determination.** All students must pass MCAS tests in English Language Arts, Mathematics, and Science to earn a diploma from Stoughton High School. Most MCAS tests are taken in Grade 10. In the areas of ELA and Math, students must earn a Proficient scaled score on the MCAS tests. Students who score a Needs Improvement on the grade 10 ELA and Mathematics tests must fulfill the requirements of the Educational Proficiency Plan (EPP) developed by Stoughton High School.

Course Credits & Subject-Specific Coursework

	Class of 2024	Class of 2025	Class of 2026	Class of 2027
English	20 credits	20 credits	20 credits	20 credits
Math	20 credits**	20 credits**	20 credits**	20 credits**
Science	3 years of a lab science	3 years of a lab science	3 years of a lab science	3 years of a lab science
Social Sciences	17.5 credits *	17.5 credits *	17.5 credits *	17.5 credits *
PE/Health	1 course per year 7.5 credits 9 th & 10 th Health	1 course per year 7.5 credits 9 th & 10 th Health	1 course per year 7.5 credits 9 th & 10 th Health	1 course per year 7.5 credits 9 th & 10 th Health
Fine Arts	1 course Fine Arts	1 course Fine Arts	1 course Fine Arts	1 course Fine Arts
World Language	2 courses in the same World Language	2 courses in the same World Language	2 courses in the same World Language	2 courses in the same World Language
Information Technology	1 Information Technology Course	1 Information Technology Course	1 Information Technology Course	1 Information Technology Course
Other	Financial Literacy	Financial Literacy	Financial Literacy	Financial Literacy
Minimum Total Credits	135	135	135	135

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

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

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

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

United States History III - for Seniors (Half year, 2.5 credits)

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

Stoughton High School graduation requirements are based on the Massachusetts Common Core Standards (Mass Core) which prepares students for entrance into a college or university.

Promotion Criteria

	Class of 2024, 2025, 2026	Class of 2027
To be promoted to Grade 12	A student must earn 90 credits	A student must earn 95 credits
To be promoted to Grade 11	A student must earn 60 credits	A student must earn 65 credits
To be promoted to Grade 10	A student must earn 27.5 credits	A student must earn 32.5 credits

Post-Secondary Preparedness

The program of studies is designed to allow each Stoughton High School student the opportunity to graduate with a concrete post-secondary plan and knowledge of the resources needed to meet their goals. The school counseling curriculum exposes all students to their post-secondary options and the school counseling department is dedicated to providing programming to support the post-secondary goals of all students. This curriculum is delivered through partnership with the college/career center, individual meetings, group information sessions, parent/guardian information sessions, Sophomore Seminar, and large group assemblies. Each Stoughton High School student has access to a Naviance account; designed to allow students to do exploration in college, career and life skills. For vocational skill building, Naviance students can complete career and interest profilers, create a working resume, and research careers. To promote college readiness, Naviance offers college search tools, information regarding admissions standards, and offers data points that allow students to identify colleges that meet their goals and needs.

The College and Career Center provides a variety of career planning resources, activities and programming. Career development education is designed to provide students with the skills, knowledge and experiences that assist them in making an informed decision when determining their career path. The desired outcome is readiness for postsecondary education, first career steps and civic engagement.

MA State University System and UMASS Minimum Admissions Requirements

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

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

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

Freshman Applicants

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

1. Successful completion of required academic courses in specific subjects.
2. A minimum average and weighted grade point average (GPA) earned in high school level academic courses.
3. The submission of standardized test scores, ie. SAT, ACT, TOEFL.

Sliding scale for UMass

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

Sliding scale for Massachusetts State Universities

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

Course Levels at Stoughton High School

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

Advanced Placement (AP)

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

High Honors (HH)

High Honors level classes are designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and materials. Students should be prepared to enter a course with high expectations for success that will prepare them to further their educational skills for future advanced coursework. These courses prepare students to move into Advanced Placement (AP) courses.

Honors (H)

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

College (C)

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

Unleveled (U)

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

To Prospective Advanced Placement Students

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

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

Independent Study

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

Dual Enrollment Program

Stoughton High School is proud to offer a number of exciting Dual Enrollment opportunities to qualifying seniors. Each course taken will count towards Stoughton High School graduation requirements as well as earning college credits per course. Students must complete course registration forms and pay tuition for each course. This program exposes high school students to a collegiate experience. These courses expose high school students to the college classroom, offering valuable college experience and college credits during their high school career.

Students may participate in the dual enrollment program at Bridgewater State University or Massasoit Community College. Students who participate in this program are able to attend as full-time students, taking classes that fulfill their SHS graduation requirements. There is a minimum GPA required in order to apply. Students are required to meet with their school counselor to discuss this option. Courses taken at any outside institution are not included in GPA calculations.

Marking System

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

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

A+	97% - 100%	B-	80% - 82%	D+	67% - 69%
A	94% - 96%	C+	77% - 79%	D	64% - 66%
A-	90% - 93%	C	73% - 76%	D-	60% - 63%
B+	87% - 89%	C-	70% - 72%	F	Below 60%
B	83% - 86%				

Stoughton High School Grade Point Average (GPA) Scale

(Based on Massachusetts State College Formula)

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

Honor Roll

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

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

Semester and Final Exams

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

Full-Year Courses

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

Semester Courses

Each marking term	40%
Final Exam	20%

BUSINESS AND CAREER TECHNICAL EDUCATION

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

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

Business

6113-C Principles of Business 2.5 credits

This course is designed to provide students with practical working knowledge of the organization of business enterprises and the principles and procedures that are essential to their success. It is designed specifically for all students who plan to work in business, for those who wish to be employed in management positions, and for those who plan to go on to postsecondary education and pursue a business management career. Topics of study include economics, business organizations, leadership, human resources management, accounting, finance, entrepreneurship, and marketing. Upon completing this course, students will develop and present a business plan and possess a better understanding of how businesses are organized and how they operate locally, nationally, and globally in today's technology-driven world marketplace. *Prerequisite: None*

6213-C Sports & Entertainment Marketing (Offered in Even Graduation Years) 2.5 credits

The Sports & Entertainment Marketing class is designed to introduce the student to the role of marketing in professional and collegiate sports as well as the entertainment industry (music, television, events, venues, and film) using an interactive approach of role play, in-class projects, case studies, lecture, and current industry events. Students will learn the principles of marketing through the lens of the sports and entertainment world. It is suggested to have taken Principles of Business prior to taking this course, however, it is not required. *Prerequisite: None*

62331-C Fashion Marketing Retail & Merchandising (Offered in Odd Graduation Years) 2.5 credits

The Fashion Marketing, Retail, and Merchandising class is designed for students interested in a career in fashion, fashion marketing, and/or merchandising. Students will be introduced to the tools, vocabulary, and fundamentals of fashion, fabrics, color coordination, merchandising, and retail using an interactive approach of simulations, in-class projects, and lecture. Students will learn the principles of marketing through the lens of the fashion and retail world. It is suggested to have taken Principles of Business prior to taking this course, however, it is not required. *Prerequisite: None*

6153-C Accounting (Offered in Even Graduation Years) 2.5 credits

In this course, students will study the basic accounting principles, become familiar with common accounting terminology, and learn the complete accounting cycle. Students will develop an understanding of the methods used to develop financial records for a business enterprise, with emphasis on the sole proprietorship, by recording and preparing statements concerning assets, liabilities, and the operating results of a business. Students will learn how to plan, record, analyze, interpret, and forecast the finances of businesses. *Prerequisite: Principles of Business (6113-C) or Teacher Recommendation*

63223-C Financial Literacy 1.25 credits

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

63224-C Financial Literacy II 2.5 credits

For students who want to take a deeper dive into concepts explored during their initial Financial Literacy course, Financial Literacy II will delve into topics such as joining the workforce, taxation, investments, paying for higher education, understanding loans, and much more. Each unit will provide students with practical skills as well as opportunities to apply those skills in real-life scenarios, activities, simulations, and role play. *Prerequisite: Financial Literacy*

Communications

62223-C Introduction to Media 2.5 credits

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

6623-C Video Production I 2.5 credits

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

Prerequisite: None

63633-C Graphic Design (not offered in the 2023 - 2024 school year) 2.5 credits

This course introduces the student to the basic principles of successful business graphic design. Design elements and principles are examined and their application explored through research of real-world industry examples and hands-on creative project assignments. Business applications covered include business stationery, brochures, flyers, and cards, meeting materials, advertisements and presentations. Effective use of color, symbols, composition and scale is stressed. Adobe InDesign Illustrator and Photoshop are utilized in this course. *Prerequisite: Introduction to Media or Teacher Recommendation*

Students must commit to working at the school store during off-class hours (before school, after school, and during sporting/community events).

Prerequisite: Principles of Business or Department Teacher approval

Information Technology

63301-C **Digital Tools for a Cyberworld** **1.25 credits**
This course is centered around four themes: the cyberworld, digital tools, computer structure, and digital media. Students will build a foundation of personal and professional skills which they can apply throughout their high school years. Students will engage in digital citizenship activities that will reinforce digital ethics, effective social media use and email etiquette. *This course replaces Digital Foundations.*

63303-C **Microsoft Office (Offered in Odd Graduation Years)** **2.5 credits**
Microsoft Office provides students with knowledge beyond the fundamentals of Microsoft Word, PowerPoint and Excel. Microsoft Word includes the proper formatting of letters, multi-page documents, and proper formatting of research papers including proper referencing of resources. Microsoft PowerPoint includes planning effective presentations, utilizing animation and transitions as well as proper presentation skills. Microsoft Excel includes more advanced formulas and functions as well as charting. The tools gained in Microsoft Office will greatly benefit students in their study at Stoughton High School and beyond. *Prerequisite: Digital Tools for a Cyberworld*

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

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

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

6383-C

Web Programming II

2.5 credits

This is an intermediate course continuing to focus on advanced HTML, CSS and Javascript topics, as well as using all the advanced features provided by Adobe DreamWeaver. Students create real-world interactive websites such as municipalities, concert venues, bands, entertainment companies, and businesses.

Prerequisite: Web Programming I (6373-C)

6513-C

Internship - Help Desk

5 credits

This course is designed to provide students who have completed the A+ Certification courses with the opportunity to apply the skills and knowledge learned in a live environment. Students will work side by side with the district technology staff to respond to requests for technology support from SHS users.

Prerequisite: A+ Certification courses (6473-C) and (6483-C)

ENGLISH LANGUAGE ARTS

The English courses at Stoughton High School aim to meet the language needs and challenge the intellectual interests of students having a wide range of abilities and vocational aims. In addition to providing students with a body of knowledge encompassing diverse voices and experiences, these courses also help students develop appropriate reading and critical thinking skills and effective study techniques. Our courses afford students a progressive experience in the skills of oral and written expression. Vocabulary development is an important component of each course. Composition skills receive the major emphasis; all students will write frequently, doing both creative and expository writing, with special stress placed on analytical writing supported by textual evidence. A student must pass English to proceed to the next grade level in English. If a student fails a college level course, s/he will repeat the course at the same level. In order to be eligible for summer school the student must have passed two marking periods. Grade 12 English allows most students the opportunity to choose two single semester courses of interest. Ideally, seniors will have one English course each semester their senior year. Any student who has had to repeat a year of English in grades 9-11 may double up on English their senior year (i.e.: a senior can take 11th and 12th grade English concurrently). **AP courses have summer reading requirements.**

Grade 9

1112-H

English 9 H

5 credits

In this course, students will explore universal themes through a variety of fiction, non-fiction, poetry, and drama. Students will build skills in literary analysis through discussion, presentation, and written expression. Students will focus on synthesizing multiple sources and connecting the course texts with the world around them through photography, music, painting, drama, and film. Throughout the year, the students will have the opportunity to demonstrate their command of narrative, argumentative, and informative writing. In addition, they will utilize technology to access and interact with diverse texts, and incorporate various media formats into their learning experiences. Through literature and informational text, students will explore themes such as: racism, sexism, disabilities, gender, and other relevant issues that lead to rich discussions, perspective-taking, and deeper analysis.

war, the human psyche, human nature, sexuality, identity, loyalty, and other relevant issues that lead to rich discussions, perspective-taking, and analysis. Tenth grade students must complete the computer-based ELA Next-Generation MCAS test (a graduation requirement) in the spring of their sophomore year.

Grade 11

Grade 11 students entering AP English are required to complete summer reading.

1311-AP **Advanced Placement: Language & Composition** **5 credits**
This course is for juniors who wish to pursue a university course while still in high school. Its focus is on the study of language (rhetoric) and composition. While grades 9 and 10 Honors courses focus on the skills needed to access fictional literature, 11AP focuses on nonfiction texts. The AP teacher serves as discussion leader, questioner, critic, and scholar, while encouraging the members of the class to assume responsibility for their own learning. Outside of class, the teacher confers with students to assist them with their reading and revision of their writing. AP students are selected for this course by: their grades earned in previous English courses, achievement on standardized tests such as PSAT and ELA MCAS, and the recommendation of their 10th grade English teacher. *Students must complete required summer reading prior to entering the course. Taking the AP Exam for this course is a requirement. Please read “To Prospective AP Students,” (page 13) before selecting this course. College and honors level students who want to enter the AP track are strongly encouraged to earn their 10th grade ELA teacher’s recommendation.*

1312-H **English 11 H** **5 credits**
This course is a continuation of the honors program for students who have successfully completed English 10 Honors or are challenging themselves by moving up a level. The course traces thematic developments and traditional character roles through the lens of various literary criticisms and involves intensive work in composition, research, and sub textual analysis. This course requires multiple writing workshops throughout the year. As such, students must be active in the writing, researching, revision, and self-reflection process. English 11 Honors students are self-motivated and able to effectively and successfully thrive in a cooperative learning environment, where they work in groups whose members may have diverse points of view. Additionally, the 11 Honors student is confident in their ability to read and analyze literature independently, demonstrating comfort with various active reading strategies. *College level students who want to enter the honors track are strongly encouraged to earn their 10th grade ELA teacher’s recommendation.*

54033-C (Eng) AND 54043-C (HSS) **American Studies** **10 credits**
(Course description is also in the Humanities section)
American Studies is a team-taught course that focuses upon the broad themes found in the American experience. Through a careful integration of literature, art, architecture, historical documents, and other materials, students explore how their nation was shaped by a variety of shared experiences. Class discussions, independent study, and oral and written projects are supplemented by full use of the cultural and historical resources of the Greater Boston area. Because students will be touring the different locations in Massachusetts and Rhode Island, students are expected to uphold behavior that represents their community.

This course fulfills the requirement of English 11 (1313-C) and United States History II (5313-C). To be eligible, students must have passed World History, United States History I, English 9, and English 10, and students must

have their 10th grade English teacher's recommendation. **Only 44 students are able to take American Studies. If students are not placed in American Studies, they will be enrolled in English 11 and United States History II instead.**

1313-C **English 11 C** **5 credits**
This course reinforces key skills that students developed in their grade 10 English course. Students will explore universal themes through a variety of fiction, non-fiction, poetry, and drama and build skills in literary analysis through discussion, presentation, and written expression. Students will continue to learn strategies that allow them to comprehend and synthesize multiple sources and connect the course texts with the world around them through photography, music, painting, drama, and film. Throughout the year, the students will have the opportunity to demonstrate their command of narrative, argumentative, and informative writing through a scaffolded approach using 10th grade texts. In addition, they will learn how to utilize technology to access and interact with diverse texts and how to appropriately incorporate various media formats to support project objectives. This course uses American Literature to explore archetypal themes such as loss of innocence, the American Dream, dualities, the heroic quest, human nature, race, religion, sexuality, and other relevant issues that lead to rich discussions, perspective-taking, and analysis. A major objective of the course is to study the manner in which authors articulate these themes and how these topics connect to the world today. Vocabulary work, SAT preparation, research, poetry, nonfiction, and further development of narrative and argumentative oral and writing skills are an integral part of English 11 College.

Grade 12

Grade 12 students entering AP English are required to complete summer reading.

1411-AP **Advanced Placement 12: Literature** **5 credits**
The Advanced Placement course on Literature and Composition requires its students to actively approach literary texts from a multitude of genres and themes, and the course focuses on intensive reading – punctuated by annotation, writing, and reflection – and discussion. Critical evaluation and analysis will also be introduced through the inclusion of secondary texts and an obvious emphasis on thoughtful, cogent analysis - generally unified by a shared theme and a central area of sustained research/study. As a student of this course, you should not only be highly self-motivated and have an interest in critical literary analysis, but you should also expect a rigorous academic experience, one intended to parallel a college English class. *Students must complete required summer reading and related assignments prior to entering the course. Taking the AP Exam (Literature and Composition) and signing the AP contract for this course are mandatory requirements. Please read “To Prospective AP Students,” (page 13) before selecting this course. Students hoping to move up into the AP track are strongly encouraged to earn their 11th grade ELA teacher’s recommendation prior to choosing this course of study.*

1412-H **English 12 H** **5 credits**
This course is a continuation of the honors program for students who have successfully completed English 11 Honors. Above average students who are not ready for AP will benefit from this course’s focus on buttressing analytical skills in oral and written expression. The course involves intensive work in composition, language, and literature with the literary focus on modern world writers. This course requires a research project that builds

upon the research demands of 11th grade. *College level students who want to enter the honors track are strongly encouraged to earn their 11th grade ELA teacher's recommendation.*

ALL seniors who are not in Honors or AP must choose **two** single semester courses. One course must have a **literature** focus and the other must have a **writing** focus. Honors/AP students are welcome to take any of these courses as electives.

Writing Focused Courses:

1543-C Creative Writing 2.5 credits

This course explores and analyzes various types of creative written expression. Students will be expected to read, analyze, and mimic writing styles from various genres. The course centers around self-directed workshopping that requires students to utilize class time and home to complete assignments; successful students need to be goal-oriented and self-motivated. Students in Creative Writing will conference with their peers and their teacher to improve their creative and analytical expression. The extent of the assignments and the direction of class time will depend on the individual student's talents and needs. This senior credit course fulfills the **writing** course requirement.

1573-C Journalism II 2.5 credits

This course serves as a continuation of Journalism I. In addition to building on their basic knowledge of print journalism, students will engage with photojournalism, broadcast journalism, and multimedia journalism through a variety of learning experiences. They will write articles within a workshop model and be expected to contribute to the school newspaper, *The SHS Knight*, on a regular basis. Students will be able to choose the content of their articles and present all finished pieces in the form of a semester-long portfolio. To be successful, students must be motivated and possess strong time management and organizational skills. **In order to get senior English credit for this class, seniors must have taken Journalism I first.** This senior credit course fulfills the **writing** course requirement.

1533-C The Poetry Experience 2.5 credits

Like to write poetry? Like to read poetry? Have a knack for analysis and/or rhyme? This course is for you! Students will build on their understanding of poetic literary conventions while honing their analytical skills through close reading, discussion, oral presentations, and various types of writing. This senior credit course fulfills the **writing** course requirement.

1563-C Writing Seminar 2.5 credits

In this course students will explore the forms of communication that they will need in college and the workplace. This course is for seniors who wish to strengthen their individual writing and communication skills before completing their work at Stoughton High School. Students will work on their college essay(s), write resumes, participate in mock interviews, plan for a financial future, improve upon the essay formats they have used throughout high school, practice the skills needed to speak and present information, write letters, and buttress their overall communication skills. This senior credit course fulfills the **writing** course requirement.

Literature Focused Courses:

1433-C Literary Heritage of America 2.5 credits
This course is a *cross-curricular Humanities offering* that integrates numerous topics taught in English and Social Studies to stimulate discussion of a variety of societal issues regarding race, religion, immigration, and ethnicity in America. Through literature students will explore the evolving definitions of what it means to be an American, the historical and legal issues confronting immigrants and racial minorities, immigration, assimilation, generational differences, and social justice issues. A wide variety of literature, current events, and films enrich this course. This senior credit course fulfills the **literature** course requirement.

1514-C Diverse Voices in Literature 2.5 credits
Students will read, discuss, and study contemporary texts written from diverse perspectives that grapple with today's modern world's evolving issues, including but not limited to establishing an identity in society, balancing various identities in American culture, and finding authenticity in our modern-day culture. We will look at various types of texts that may include novels, memoirs, graphic novels, short stories, poetry, and film, and study how across these various mediums, common themes evolve. Students will hone their analytical skills through close reading, Socratic seminars, and various writing assignments. *Diverse Voices in Literature is the course that most closely reflects the structure of ELA courses in grades 9-11.* This senior credit course fulfills the **literature** course requirement.

1673-C Sci-Fi & Tales of Suspense & Horror 2.5 credits
This course will scare the socks of seniors who wish to explore the genres of science fiction, suspense, and horror. Students explore modern Sci-Fi including *Robopocalypse*; and horror stories such as *The Mist* and *Horrorstor*. Seniors will build upon the analytical and argumentative skills they have learned in previous ELA courses. Students will continue developing their writing, analytical skills and dip into creative writing. This senior credit course fulfills the **literature** course requirement.

English Elective Courses

Students who are passionate about literature and writing may choose any of the semester English courses as electives on top of their required English courses. Please see individual classes regarding appropriate grade level. *English electives count for elective credits, NOT English credits.*

1572-C Journalism I 2.5 credits
This course, open to students in **grades 9-12**, provides training in the techniques of obtaining facts and reporting them as journalists. Students will focus equally on discussing current events and learning the craft of journalistic writing. They will learn the basics of journalism, the future of news media, social media's role in reporting, and the role of objectivity and ethics in the news. A focus on professionalism in both writing and speaking provides opportunities to excel in a collaborative work environment, the professional interview setting, etc. Students will be able to choose the content of their articles and all finished pieces will contribute to a semester-long portfolio. To be successful, students must be motivated and possess strong time management and organizational skills. **This course does not fulfill an English requirement.** *You may take this course only once, but can choose to take Journalism II in future years.*

Verity, The Book Thief, Speak, and Monster. This course does not fulfill an English requirement. You may take this course only once.

1545-C **Film as Literature** **2.5 credits**
This is an elective course for **grades 11-12**. This course will offer students a visual and auditory approach to the study of “literature” through the art of film. Students will utilize critical analysis, synthesis, and writing skills to investigate filmic narrative conventions and use various visual literacy elements within these conventions. Students will approach a variety of film genres (e.g., drama, thriller, mystery, film noir, animation, fantasy, etc.) and be asked to critically analyze directorial choices through formal writing, oral presentation, project-based assessments, etc. To be successful in this course, students must be motivated to participate in discussion, remain focused, and possess organizational skills. *It is crucial to note that although the main “text” of this course is film, strong emphasis will be placed on rigorous analysis through written and oral expression. Parent permission will need to be granted for certain film ratings in this course. This course does not fulfill an English requirement. You may take this course only once.*

1624-C **Reading for Enjoyment** **2.5 credits**
This elective course for **grades 9-12** offers students the opportunity to read, discuss, and evaluate books of their choosing. Students will demonstrate understanding of their chosen texts through critical reading questions, projects, class discussions, and presentations. **This course does not fulfill an English requirement.** *You may take this course more than once.*

Reading

1703-U **Reading Comprehension** **5 credits**
Students who take this course will learn reading strategies that will help to improve their reading comprehension. Part of the class is devoted to independent, silent reading at the student’s reading level, and part of the class is spent reading common texts and discussing them as a group. Strategies practiced in class include summarizing, responding, making inferences and connections, analyzing and evaluating, and using context clues to determine word meanings. This class is faster paced and with a lower level of support than *Fundamental Reading Skills*.

1875-U **ELL Reading** **5 credits**
This reading course is specifically designed for English Language Learners **in ELL III or higher**. Part of the class is devoted to independent, silent reading at the student’s reading level and part of the class is spent reading and discussing common texts as a group. Emphasis is on vocabulary, building of background knowledge, and reading comprehension strategies.

1708-U **Fundamental Reading Skills** **5 credits**
Students who take this course will learn reading strategies that will help to improve their reading comprehension. Part of the class is devoted to independent, silent reading at the student’s reading level, and part of the class is spent reading common texts and discussing them as a group. Skills practiced in class include identifying facts and details, summarizing main ideas, responding to texts, and using vocabulary to aid in comprehension. This class is slower paced and with a higher level of support than *Reading Comprehension*.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

The ELE (English Language Education) Department provides English language development to ELs (English Learners) across the domains of language, including: reading, writing, speaking and listening. The amount of ESL services provided to ELs is determined by their English language proficiency. DESE requires Level 1 and 2 students to receive at least 90 minutes of explicit ESL instruction per day and Level 3 through 5 students, 45 minutes per day. The goal of the ELE department is to foster English language acquisition, while at the same time maintaining students' home languages. The greater goal is for ELs to feel as welcomed, valued participants in all classes and to receive an equitable education experience. ELs will participate in ESL classes until they receive a qualifying score of a 4.2 overall on the annual WIDA ACCESS exam

1815

ESL 1

10 credits

This course aims to introduce multilingual learners to foundations of English grammar and everyday vocabulary, American culture, and basic conversations on a range of different topics. During this course, ELs will read short paragraphs and texts, as well as write complete sentences and scaffolded paragraphs about familiar topics. They will grow their receptive and productive English by listening to audio clips and videos and by speaking in classroom discussions, group/pair work, dialogues, and presentations. Students will engage in cooperative learning and will develop critical thinking, global awareness, and 21st century skills. Students will be encouraged to contribute to the classroom with their cultural and linguistic knowledge and maintain literacy in their first language. Most importantly, they will take charge of learning by reflecting on areas of strength and weakness and setting goals.

1825

ESL 2

10 credits

This course aims to continue to introduce multilingual learners to foundations of English grammar and everyday vocabulary, American culture, and basic conversations on a range of different topics. During this course, ELs will gain academic as well as everyday vocabulary and will develop proficiency in a variety of grammatical structures. ELs in this course will gain practice in conversation through Power Point presentations, classroom discussions and debates, as well as classroom interviews and conversation activities. Students will read a novel and practice writing skills through short essays and story-writing. Students in this course will gain an understanding of American culture through various projects and PowerPoint presentations about American cities, states, landmarks and foods.

1835

ESL 3

5 credits

This course will concentrate on fostering intermediate vocabulary and grammar for multilingual learners. There will be an emphasis on literacy skills, including: reading /exploring/responding to different genres (i.e. articles, poetry, blogs, literature), understanding reading strategies and decoding words and inferring the meaning of words and phrases. In order to grow oral English, students will listen to audios, podcasts, videos, movies and will speak in classroom discussions/debates, group/pair work, and presentations. In addition, they will engage in cooperative learning and authentic opportunities to engage with language. Students will focus on vocabulary and concepts from other academic subjects such as mathematics, science, and social studies. Acquiring academic language is an important skill for all multilingual speakers. Students are encouraged to contribute to the classroom with their cultural and linguistic knowledge as well as maintain literacy in their first language. They will learn about important American historical events, figures, and traditions. They will develop critical

thinking, global awareness, and 21st century skills. Most importantly, they will take charge of learning by reflecting on areas of strength and weakness and setting goals.

1846

ESL 4

5 credits

This course will focus on the mastery of advanced level English grammar and vocabulary. Students will also develop a knowledge of English idioms, phrases and expressions. Students will develop their essay and story writing skills. Students will be exposed to a variety of reading materials, including poems, excerpts from literature and magazine and newspaper articles to develop their reading comprehension skills and vocabulary. Students will further develop their confidence in speaking through classroom discussions, debates and presentations.

1856

ESL 5

5 credits

This course will concentrate on fostering advanced vocabulary and grammar. There will be an emphasis on developing writing, focusing on cohesion, organization, style, voice, sentence variety and grammatical structure of complex sentences. Additionally, there will be a focus on Idioms, collocations and figurative language. Students will build upon literacy skills: reading/exploring/responding to different genres articles, poetry, blogs, and literature. Students will grow their oral English by listening to audios, podcasts, videos, movies and speaking during classroom discussions/debates, group/pair work, and presentations. Students will also continue to grow their academic vocabulary and study of concepts from other academic subjects such as mathematics, science, and social studies.

1865

ESL Instructional Lab

2.5 credits

EL Instructional Lab is designed to assist EL students with their mainstream coursework. This course is designed to strengthen the grammar, reading comprehension, listening and writing skills of current and former EL students who are enrolled in mainstream courses. The teacher will act as a facilitator to assist students in understanding and completing their homework and writing assignments and preparing for projects and presentations.

FINE ARTS

Fine Arts coursework is designed to develop students' skills in performing, creating, analyzing, critiquing, and appreciating a variety of artistic domains. Fine Arts Department faculty members work very closely with students both collectively and on an individual basis to facilitate the development of their specialized talents.

Music

Band and Choral students entering SHS are encouraged to continue their instrumental and choral training in one of the high school's curricular performance ensembles. Students without a traditional background in music are encouraged to consider Piano, Guitar, Computer Music, and Jazz, Rock and Rap. You do not need to know how to read music or play an instrument to participate in these electives.

The Music Theory and Jazz Lab courses are tailored to students looking to improve their musicianship skills. Students interested in pursuing a music major or minor in college should consider one or both classes. Jazz Lab

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

Instrumental and Choral Performance Ensembles – A recommendation from the OMS Band or Choir Director for incoming freshmen is needed.

Grade	Course	Prerequisite	Length	Credit
9-12	Concert Band - College or Honors	Teacher recommendation	Year	5
9-12	Symphonic Band - College or Honors	Teacher recommendation	Year	5
9-12	Chorus/Band Combination (Honors only)	Teacher recommendation	Year	5
9-12	Jazz Band	Acceptance by audition	3 Terms	3.75
9-12	Jazz Lab	Teacher recommendation, enrolled in Band or Chorus	Semester	2.5
9-12	Concert Chorus	Teacher recommendation	Year	5
9-12	Treble Chorale	Teacher recommendation	Year	5
10-12	Select Treble Choir	Teacher recommendation	Year	5
10-12	Symphonic Choir	Teacher recommendation	Year	5
9-12	Jazz Choir	Acceptance by audition	3 Terms	3.75

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

Grade	Course	Prerequisite	Length	Credit
9-12	Guitar	None	Semester	2.5
9-12	Beginning Piano	None	Semester	2.5
9-12	Intermediate Piano	Beginning Piano or teacher recommendation	Semester	2.5
9-12	Music Production I	None	Semester	2.5
10-12	Music Production II	Music Production I or Computer Music I	Semester	2.5

7624-H Concert Band & Concert Chorus Combination 5 credits

This course is a hybrid of the Concert Band and the Concert Chorus class. Students who are interested in performing in both band and chorus at the honors level would be ideal candidates for this course. Students would participate in band three times and chorus three times during the eight-day cycle. Students in this class are expected to participate in the winter and spring concerts, as well as Class Night and SHS Graduation exercises. The SHS Chorus and Band Directors or Fine Arts Director may make exceptions. Note: This is a *performance-based* course in which students regularly play instruments and sing.

Prerequisite: Recommendation from SHS or OMS Band and Choral Directors

7901 Jazz Band 3.75 credits

The Jazz Bands are audition-only ensembles designed to teach jazz as a language within the standard repertoire as well as improvisation methods. Repertoire selections focus on teaching the stylistic and idiomatic expression of jazz literature. Improvisation is approached through the study of melodic sequences from source material, as well as learning the theory and forms that create jazz structures. Note: This is a *performance-based* course in which students regularly play instruments and perform at mandatory concerts and other events. This course is unweighted.

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

7614-C Concert Chorus 5 credits

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

Honors Credit (7614-H)

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

Prerequisite: Recommendation from SHS or OMS Choral Directors

7616-C Treble Chorale 5 credits

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

MICCA Festival, and Class Night. The Choral Director or Fine Arts Director may make exceptions. Note: This is a *performance-based* course in which students regularly sing.

Honors Credit (7616-H)

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

Prerequisite: Recommendation from SHS or OMS Choral Directors

7618-C Select Treble Choir 5 credits

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

Honors Credit (7618-H)

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

Prerequisite: Recommendation from SHS or OMS Choral Directors

7617-C Symphonic Choir 5 credits

Symphonic Choir is open to 10th – 12th grade students who have had prior choral experience at SHS. This ensemble learns and performs a wide variety of musical styles and genres. This class is geared toward musicians who are ready to continue building a healthy vocal technique and who have mastered reading basic music notation. Enrollment in this class will be based upon achieving a well-balanced ensemble. The recommendation of the SHS Choral Director and prior choral experience at SHS is required for this course. Membership in the choral program requires that all students participate in the basic aspects of the program; this includes, but is not limited to, the winter concert, the spring concert, MICCA Festival, and Class Night. The Choral Director or Fine Arts Director may make exceptions. Note: This is a *performance-based* course in which students regularly sing.

Honors Credit (7617-H)

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

Prerequisite: Recommendation from SHS or OMS Choral Directors

7900

Jazz Choir

3.75 credits

Jazz Choir is an audition-only ensemble designed to teach jazz as a language within the standard repertoire. Repertoire selections focus on teaching the stylistic and idiomatic expression of jazz literature. Note: This is a *performance-based* course in which students regularly play instruments and perform at mandatory concerts and other events. This course is unweighted.

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

Music Elective Courses

77734-C

Beginning Piano

2.5 credits

This piano introductory course is designed for students with little to no experience playing piano. Students will learn to read music through exercising the fundamental technical skills of piano playing. Students will develop proper playing techniques and reading skills for playing the piano for personal enjoyment.

Prerequisite: None

77735-C

Intermediate Piano

2.5 credits

Students who wish to continue developing their knowledge of fundamental piano skills may elect this second semester to further their study. Students will learn basic harmonization techniques and develop hand independence as they continue to refine their technique and establish a foundation of knowledge and good habits that will support continued study.

Prerequisite: Beginning Piano or teacher approval

76122-C

Music Production I

2.5 credits

This hands-on course introduces students to the basic features and tools of Digital Audio Workstation (DAW) software. Modern musicians frequently use DAWs to create and perform music in today's world. Students will learn basic recording techniques, arranging strategies, editing and mixing of tracks, and adding effects to musical creations. A musical background is not necessary.

Prerequisite: None

76123-C

Music Production II

2.5 credits

This course is a continuation of the study of DAWs from the Music Production 1 course. Students in the second level will use more advanced techniques and tools of sound engineering and synthesizer functionality to develop sophisticated productions and refine musical creative practices.

Prerequisite: Music Production I or Computer Music I

7696-C

Jazz, Rock & Rap

2.5 credits

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

Prerequisite: None

7735-H Music Theory (Grades 10-12)**2.5 credits**

A rigorous course of study for students with a serious interest in music. Harmonic theory, scale and mode construction, interval recognition, chord construction, and available tensions will be explored. Ear training concepts will be stressed. Students selecting this course are expected to be enrolled in a school ensemble concurrently, unless given express permission otherwise by their ensemble director.

Prerequisite: Teacher recommendation

7753-C Jazz Lab**2.5 credits**

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

Prerequisite: Teacher recommendation. Students must be enrolled in a band or chorus class to elect Jazz Lab.

7694-C Guitar**2.5 credits**

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

Prerequisite: None

76125-H Advanced Topics in Music (Grades 11-12)**2.5 credits**

Advanced Topics is a half-year course which may be retaken one time for credit. Students will work with the teacher to establish personal goals for growth as musicians. Possible topics include songwriting, advanced instrumental and vocal techniques, applying to music school, composition, theory, or musicology. The ideal student for this course intends to continue their musical study beyond high school. Developing an artist statement or music philosophy will be a key capstone experience for all students. College admissions representatives may occasionally visit the class to talk with students about undergraduate music programs.

Prerequisite: Teacher recommendation

Visual Arts

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

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

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

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

Grade	Course	Prerequisite	Length	Credit
9-12	Fine Crafts I	None	Semester	2.5
9-12	Photography I	None	Semester	2.5
9-12	Drawing & Painting I	None	Semester	2.5
10-12	Fine Crafts II	Fine Crafts I	Semester	2.5
9-12	Photography II	Photography I	Semester	2.5
9-12	Drawing II	Drawing & Painting I	Semester	2.5
9-12	Painting II	Drawing & Painting I	Semester	2.5

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

Grade	Course	Prerequisite	Length	Credit
10-12	Fine Crafts III	Fine Crafts I, II, and teacher recommendation	Semester	2.5
10-12	Advanced Drawing	Drawing & Painting II	Semester	2.5
10-12	Advanced Painting	Drawing & Painting II	Semester	2.5
10-12	Photography III	Photography II or teacher recommendation	Semester	2.5
11-12	Studio Art	Drawing and Painting III or teacher recommendation	Semester	2.5

Art Foundation Courses

7111-C Fine Crafts I (Grades 9 – 12) 2.5 credits

Fine Crafts provides an overview and introduction to Fine Crafts, their media and the cultures they represent. Students will work with traditional drawing materials, paint and mixed media. Additional projects may include

7169-C Photography II (Grades 9-12) 2.5 credits

Photography II may be selected as early as the second semester of freshman year. In this course we will further familiarize ourselves with the visual language of photography; becoming more literate in creating and deconstructing photographs. We will further explore the digital editing power of Photoshop, and unpack the elements and principles of design into the many techniques of visual communication. Additionally, we will continue to explore the darkroom, shooting film, and making analog prints. More sophisticated processes will be covered as well as a continuation of researching, writing, and presenting. Students will expand their visual vocabulary and further develop a more personal means of expression.

Prerequisite: Photography I

Art Elective Courses

7114-C Fine Crafts III: Jewelry/Fiber, Relief/Space, Paper (Grades 10–12) 2.5 credits

(Focus alternates in a 3-year rotation)

Fine Crafts III provides the opportunity to develop more advanced knowledge and skills in one or two specific domains of fine crafting. The course will focus on different domains each year (see schedule below). Students will choose projects from a list of options, based on their individual artistic interests.

Paper will be offered in 2023-2024 and will focus on various bookbinding methods, paper making, origami, quilling, collaging and artists books.

Relief/Space will be offered in 2024-2025 and will focus on 3D crafts including ceramic hand-building methods, carving techniques, and printmaking.

Jewelry/Fiber will be offered in 2025-2026 and will focus on various jewelry-making techniques as well as crafts using fabric, yarn, and other natural and synthetic fibers.

Prerequisite: Fine Crafts, Fine Crafts I, Fine Crafts II and Teacher Recommendation

7019-C Advanced Painting (Grades 10 – 12) 2.5 credits

This course may be selected as early as the first semester of sophomore year. We will be exploring representation and art history to further build skill and knowledge in art. Classwork and sketchbook assignments are to be more self-directed and students will begin generating content from which to work by referencing eminent artists and using their own creative ideas. A variety of paints, techniques and other mixed medias will be used throughout the course of the semester.

Prerequisite: Drawing & Painting II, Painting II

7020-C Advanced Drawing (Grades 10 – 12) 2.5 credits

This course may be selected as early as the first semester of sophomore year. We will be exploring representation and art history to further build skill and knowledge in art. Classwork and sketchbook assignments are to be more self-directed and students will begin generating content from which to work by referencing eminent artists and using their own creative ideas and choices. A variety of drawing materials will be used throughout the course of the semester.

Prerequisite: Drawing & Painting II, Drawing II

9-12	Improvisation & Sketch Comedy	Introduction to Theatre Arts, Introduction to Acting, or Teacher Recommendation	Semester	2.5
10-12	Advanced Acting Studio	Teacher Recommendation	Full Year	5

7802-C Introduction to Acting 2.5 credits

Introduction to Theatre is a beginning level performance class where students engage in drama exercises and games to learn about character development, focus and concentration, active listening, ensemble building, and script analysis. Select topics in playwriting, theatre history, and technical theatre will be woven into performance projects. The course will culminate in a performance of a short, 10-minute play. Students will leave the course with a better understanding of various aspects of theater as well as skills in cooperative learning, public speaking, bodily awareness, self-confidence, and reflective thinking that they will be able to apply to future performance classes as well as other academic areas. Note: This is a *performance-based* course designed to teach students the fundamentals of stage performance.

Prerequisite: None

7808-C Introduction to Technical Theatre 2.5 credits

This course introduces and develops the knowledge of and experience in all the technical (non-performance) aspects of theatrical production. Special emphasis is placed on the elements of theatrical design applications (scenery, lighting, properties, sound, costumes, and hair and make-up). Additionally, students gain hands-on experience in all aspects of technical theatre. Time in class will be devoted to independent projects that will be used in theatre productions at the middle school and high school.

Prerequisite: None

7809-C Theatre for Social Change 2.5 credits

(not offered 2023-2024, will be offered 2024-2025)

Theatre for Social Change is designed to lead students through a process of creating awareness around social issues pertinent to their own lives through dramatic performance. Students will explore scripted, devised, and interactive theatre experiences in order to build a more diverse, inclusive, and equitable school community. Students examine how theatre can be used to educate and empower spectators by using the applied theatre techniques of Augusto Boal’s Theatre of the Oppressed, Playback Theatre, Verbatim Theatre, storytelling circles and the devising of original performances. Note: This is a *performance-based* course. Students should expect to actively participate in performance projects during class time.

Prerequisite: Introduction to Theatre Arts, Introduction to Acting, or Teacher Recommendation

7810-C Theatre Production Lab 5 credits

(not offered 2023-2024, will be offered 2024-2025)

Theatre Production Lab is a full year course split into two semesters to provide flexibility of scheduling. Theatre Production Lab is a performance and/or technical course that produces several theatre projects as a result of collective class involvement in casting, set design and construction, lighting, costuming, makeup, promotion, rehearsal, stage management, and performance. The workshop culminates in several public performances

optimum health. Students will learn to differentiate between healthful and harmful behaviors and to recognize the effects of the behaviors they choose. Major health topics covered will include: mental health, family health, interpersonal relationships and CPR.

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

8923-C **Grade 10 Health** **1.25 credits**
This is a required course for all sophomores. The Health program is comprehensive and coeducational. All activities are planned to develop and maintain the overall social, emotional, and intellectual needs of the individual. Students will also examine their lifestyles, select goals and make plans to achieve and maintain optimum health. Students will learn to differentiate between healthful and harmful behaviors and to recognize the effects of the behaviors they choose. Major health topics covered will include: growth and development, physical activity, substance abuse and fitness and nutrition. Health related testing is emphasized throughout the program.

81003-C **Physical Education Grade 10** **2.5 credits**
This is a required course for all sophomores. The Physical Education program is comprehensive and coeducational. All activities are planned to develop and maintain the overall fitness of the individual. Students will be presented with the basic skills necessary to be an active participant in many team, dual, individual and lifetime activities. Fitness is emphasized throughout the program. Students must participate in proper athletic attire during the physical education portion of this class to successfully complete the program.

Grade 11 Electives

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

81233-C **Strength and Conditioning** **1.25 credits**
This class is designed for students seeking to increase performance, improve movement quality, and overall health. Students will design and follow a functional training program. Functional training exercise consists of human movement patterns rather than traditional isolated muscle groups. Training will be designed to increase speed, strength and power. Activities include: Olympic lifts, agility circuits and plyometrics.

81533-C **Alternative Fitness** **1.25 credits**
The Alternative Fitness course is comprehensive and coeducational. All activities are planned to develop and maintain the overall fitness, social, emotional and intellectual needs of the individual. Students will be presented with the basic and advanced skills necessary to be an active participant in many non-traditional fitness activities. Topics/activities may include aerobics, yoga, dance, power walking, Pilates and group-based fitness. Students must participate in proper athletic attire to successfully complete the program.

8154-C**Fit For Life****1.25 credits**

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

Grade 12 Electives

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

8143-C**Competitive Games****1.25 credits**

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

8163-C**Lifetime Activities****1.25 credits**

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

8183-C**Physical Education Contract (Grades 9-12)****2.5 credits**

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

HISTORY AND THE SOCIAL SCIENCES

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

Grade 9

5113-C/5112-H World History

5 credits

Building on their understanding of world geography and civilizations from middle school, in this course, grade 9 students will study key concepts and themes related to changing societies and idea migration and evolution by exploring a variety of Eastern and Western civilizations from 500 AD to the dawn of the 20th century. Students will develop a deeper understanding of the: dynamic interactions among regions of the world, development and diffusion of religions and systems of belief, advancements in the areas of philosophy, science, and technology, impact of global exploration, and philosophies of government. Throughout their studies, the students will have opportunities to connect their knowledge and understandings to the world today by examining primary and secondary sources, analyzing the purpose and point of view of these sources, and evaluating resources in order to argue or explain conclusions using valid reasoning. This course reinforces essential literacy skills by requiring the students to demonstrate their thinking through discussion, presentation, debate, and writing (research, argumentative, explanatory). In addition, they will utilize technology to access and interact with diverse texts, and incorporate various media formats into their learning experiences. In this course, students will continuously consider diverse perspectives, different fields of study, and current events while developing essential social-emotional skills that promote responsible citizenship and civic engagement.

This course is required of all 9th grade students. Students are invited into honors World History based on a specific selection process which includes the grade 8 Social Studies teacher's recommendation, achievement in Social Studies, as well as achievement on standardized tests in grades 7 and 8. Students in the honors level course will be expected to engage in a multitude of literacy tasks that challenge their independent reading and writing skills.

Grade 10

5213-C/5212-H United States History I C/H

5 credits

Building on their understanding of civics and government (including, but not limited to, the Constitution, American Revolution, national, state and local governments) from grade 8, in this course, grade 10 students will study key concepts and themes related to democratization and expansion, economic growth, social/political/religious change, the Civil War, Reconstruction, The Gilded Age, and the Progressive Era. Throughout their studies, the students will have opportunities to connect their knowledge and understandings to the world today by examining primary and secondary sources, analyzing the purpose and point of view of these sources, and evaluating resources in order to argue or explain conclusions using valid reasoning. This course reinforces essential literacy skills by requiring the students to demonstrate their thinking through discussion, presentation, debate, and writing (research, argumentative, explanatory). In addition, they will utilize technology to access and interact with diverse texts, and incorporate various media formats into their learning experiences. In this course, students will continuously consider diverse perspectives, different fields of study, and current events while developing essential social-emotional skills that promote responsible citizenship and civic knowledge, skills, and dispositions. Students will use their historical knowledge and skills to analyze and explain matters of concern in civic life and use the political process to communicate and plan strategically for civic change. Students will complete a civics project as part of this course.

This course is required of all 10th grade students. Students are invited into 10H USI based on a specific selection

process which includes the grade 9 Social Studies teacher's recommendation, achievement in History, as well as achievement on standardized tests in grade 8. Students in the honors level course will be expected to engage in a multitude of literacy tasks that challenge their independent reading and writing skills.

5211-HH United States History I Pre-AP

5 credits

The Advanced Placement Program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. This Pre-AP course prepares students for AP US History II in their junior year. Students earn Pre Advanced Placement credit for this course. Student selection will be based on teacher recommendations, an essay examination, and the recommendation of the Director of Social Studies. *Please read "To Prospective AP Students", (page 14) before selecting this course.* Students will complete a civics project as part of this course.

Grade 11

5313-C/5312-H United States History II C/H

5 credits

Building on their understanding of civics and government from USI, in USII, grade 11 students will study key concepts and themes related to WWI, the 1920's, The Great Depression, economics, and World War II. This course will also bring into perspective the years from the onset of the Cold War, the Civil Rights movement, and the war in Vietnam. Throughout their studies, the students will have opportunities to connect their knowledge and understandings to the world today by examining primary and secondary sources, analyzing the purpose and point of view of these sources, and evaluating resources in order to argue or explain conclusions using valid reasoning. This course reinforces essential literacy skills by requiring the students to demonstrate their thinking through discussion, presentation, debate, and writing (research, argumentative, explanatory). In addition, they will utilize technology to access and interact with diverse texts, and incorporate various media formats into their learning experiences. In this course, students will continuously consider diverse perspectives, different fields of study, and current events while developing essential social-emotional skills that promote responsible citizenship and civic knowledge, skills, and dispositions. Students will use their historical knowledge and skills to analyze and explain matters of concern in civic life and use the political process to communicate and plan strategically for civic change.

This course is required of all 11th grade students. Students are invited into 11H USII based on a specific selection process which includes the grade 10 Social Studies teacher's recommendation, achievement in History, as well as achievement on standardized tests. Students in the honors level course will be expected to engage in a multitude of literacy tasks that challenge their independent reading and writing skills.

5311-AP Advanced Placement United States History II

5 credits

Advanced Placement American History is a continuation of a two-year sequential course for students who are interested and willing to sustain the rigors of a demanding curriculum taught at a collegiate pace. Students who are selected will begin the course in Grade 10 and continue through Grade 11. The course will culminate in the AP examination administered in May of the junior year. Students may NOT transfer into AP American History during the second year. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 13) before selecting this course.*

See course description in the Humanities section on page 46.

Grade 12

5315-C/5316-H United States History III C/H 2.5 credits

This course examines the political and cultural trends that have defined modern American History. Students in USIII will use a variety of primary and secondary resources throughout the course. Students will study the foreign and domestic policies of Nixon, the Reagan and Clinton administrations, both Bush administrations, and the Obama administration. A heavy emphasis will be placed on the rise of conservatism, the end of the Cold War, political polarization, the war on terror, and the 2008 financial collapse. Students will increase their understanding of these topics by examining primary and secondary sources, analyzing the purpose and point of view of these sources, and evaluating resources in order to argue or explain conclusions using valid reasoning. This course reinforces essential literacy skills by requiring the students to demonstrate their thinking through discussion, presentation, debate, and writing (research, argumentative, explanatory). In addition, students will utilize technology to access and interact with diverse texts and incorporate various media formats into their learning experiences.

This course is also required to be taken by 11th graders who take AP United States History.

Grade 11 and 12 Electives

5513-C Sociology 2.5 credits

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

5523-C Psychology 2.5 credits

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

5533-C The American War in Vietnam 2.5 credits

“No event in American history is more misunderstood than the Vietnam War. It was misreported then, and it is misremembered now.” President Nixon’s words in many ways are as true today as they were when he said them in 1985. The lessons of this complex and tumultuous time period are identified, discussed and compared to present day situations. The course uses primary source documents, Hollywood films, fictional literature, Internet websites, documentaries and several other resources to examine the different facets of the war. Topics covered

developing essential social-emotional skills that promote responsible citizenship and civic knowledge, skills, and dispositions.

Grade 12 Electives

1433-C Literary Heritage of America 2.5 credits

See course description in the Humanities section on page 26 or 47.

5535-AP Advanced Placement US Government and Politics 5 credits

Advanced Placement US Government and Politics is the study of the United States national government's policies, institutions, and foundations. Students will develop a deep understanding of these five major concepts of U.S. government and politics: 1) Constitutional Democracy, 2) Civil Liberties, Civil Rights, 3) American Political Culture and Beliefs, 4) Political Participation, and 5) Interaction Amongst Branches. Students will study the functions of the U.S. Government by researching, discussing, and writing about contemporary issues, reading and interpreting data, developing evidence-based arguments, and engaging in a required, applied civics/politic research-based project. Advanced Placement US Government and Politics provides students with a true college atmosphere in content, pacing, and instruction. It will challenge students' ability to think and analyze material critically, and give them the opportunity to earn college credit by their performance on the AP Exam. Students are invited into AP Gov't & Politics based on a specific selection process which includes the grade 11 Social Studies teacher's recommendation, achievement in History, as well as achievement in Honors and AP ELA classes. Taking the AP Exam for this course is a requirement in addition to completing a mandatory applied civics or politics research-based project. *Please read "To Prospective AP Students", (page 13) before selecting this course.*

HUMANITIES

The humanities approach to education attempts to present ideas, induce discussion, and produce results within a broader perspective than is usually attained in the ordinary one-discipline approach. Thus, although students electing these courses will be fulfilling their English and Social Studies requirements, the courses will be more than just an English-Social Studies combination. The emphasis will be on the interrelationship of all disciplines.

Grade 11

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

American Studies is a team-taught course that focuses upon the broad themes found in the American experience. Through a careful integration of literature, art, architecture, historical documents, and other materials, students explore how their nation was shaped by a variety of shared experiences. Class discussions, independent study, and oral and written projects are supplemented by full use of the cultural and historical resources of the Greater Boston area. This course fulfills the requirement of English 11 (1313-C) and United States History II (5313-C). To be eligible, students must have passed World History, United States History I, English 9, and English 10.

Grade 12

1433-C Literary Heritage of America 2.5 credits

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

MATHEMATICS

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

The Math Department uses different types of instructional technology to enhance the learning process, such as computer programs, interactive projectors, and calculators. *A TI-83/84 Graphing calculator is required for all courses.* The graphing calculator is an integral part of the mathematics curriculum. When students have their own they become comfortable with that operating system and can use the calculator with familiarity. This is also an advantage to the student when taking exams such as the MCAS, PSAT, and the SAT since students can use a calculator for testing. However, calculators should never be used in lieu of mastering basic computational skills, nor should they replace a basic understanding and application of mathematical principles.

The Math Department wants students to build their mathematical reasoning skills in a variety of ways. Integrating instructional technology into class activities is one way to build those skills. It is also important for students to practice the concepts presented in class to be sure they can successfully solve problems on their own. The Math Department purposely and regularly assigns homework in most classes. The homework assignments given reinforce concepts practiced in class.

All students will need to pass Algebra 1, Geometry and five credits of an Algebra 2 course and also have passed 20 credits in math in order to graduate.

Common Core Foundational Courses

2113-C Algebra I 5 credits

This course covers such topics as data analysis, linear equations and functions, inequalities, polynomial functions, systems of linear equations and inequalities, quadratic equations, exponential functions, and radical expressions. This course focuses on problem solving and modeling using a real-world context. *Prerequisite: grade 8 teacher recommendation*

This course could be taken at the same time as Geometry.

2312-H Algebra II with Trigonometry Honors 5 credits
This course covers such topics as exponential, logarithmic, polynomial, rational, and trigonometric functions. Data analysis and modeling will be integrated throughout the course. Problem solving techniques, including graphing calculator techniques will be stressed. Students will be expected to keep a fast pace in order to cover pre-calculus topics so they may take Differential Calculus. This course is designed to prepare students to take Advanced Placement Calculus, following the successful completion of Differential Calculus. **Students must complete the summer assignments prior to entering the course.** *Prerequisite: Geometry Honors (2212-H) and Teacher Recommendation*

2313-C Algebra II 5 credits
This course covers such topics as quadratic, polynomial, radical, exponential, logarithmic, rational and trigonometric functions. The course also covers sequences and series and matrices. Data analysis and modeling will be integrated throughout the course. Problem solving techniques, including graphing calculator techniques will be stressed. *Prerequisite: Geometry (2223-C) and Teacher Recommendation*
This course could be taken at the same time as Geometry.

2314-C Algebra II – Part 1 5 credits
This course covers such topics as quadratic, polynomial, radical, exponential and logarithmic functions. Data analysis and modeling will be integrated throughout the course. Problem solving techniques, including graphing calculator techniques will be stressed. *Students who enroll in this course must enroll in Algebra II Part 2 the following year. Prerequisite: Geometry (2223-C) and Teacher Recommendation*
This course could be taken at the same time as Geometry.

2315-C Algebra II – Part 2 5 credits
This course covers such topics as rational and trigonometric functions. The course also covers sequences and series and vectors and matrices. Data analysis and modeling will be integrated throughout the course. Problem solving techniques, including graphing calculator techniques will be stressed. *Prerequisite: Algebra II – Part I (2314-C) and Teacher Recommendation*

Lab Courses

2105-U Algebra I Support 5 credits
This full-year course is intended to provide additional support that each student needs to be successful in his or her full-year Algebra I (2113-C) course. It covers such topics as data analysis, linear equations and functions, inequalities, polynomial functions, systems of equations and inequalities, quadratic equations, and exponential functions. Lessons in this course will revisit topics covered in the Algebra I curriculum. This course DOES NOT satisfy the graduation requirements for Mathematics nor is it an elective choice. *In order to take this course students must be enrolled in Algebra I (2113-C). Prerequisite: Grade 8 Teacher Recommendation and approval of the Director of Mathematics*

2116-U Math Instructional Lab 2 (not offered in the 2023 - 2024 school year) 2.5 credits
This fall semester course is intended to strengthen each student's mathematical skills in preparation for the Mathematics MCAS retest and to provide additional individualized support for the student to be successful in his or her full-year math course. The course will focus on developing test-taking strategies, and learning

problem-solving approaches. Students will review previous MCAS problems and similar problems in order to practice approaching various types of problems. This course DOES NOT satisfy the graduation requirements for Mathematics nor is it an elective choice. *This course meets 3 days out of an 8-day cycle. Prerequisite: Teacher Recommendation and previous grades in math courses as well as previous MCAS scores*

2118-U Math Instructional Lab 3 (not offered in the 2023 - 2024 school year) 2.5 credits

This spring semester course is intended to strengthen each student's mathematical skills in preparation for the Mathematics MCAS retest and to provide additional individualized support for the student to be successful in his or her full-year math course. The course will focus on developing test-taking strategies, and learning problem-solving approaches. Students will review previous MCAS problems and similar problems in order to practice approaching various types of problems. This course DOES NOT satisfy the graduation requirements for Mathematics nor is it an elective choice. *This course meets 3 days out of an 8-day cycle. Prerequisite: Teacher Recommendation and previous grades in math courses as well as previous MCAS scores*

Upper Level Courses and Math Electives

2511-C Exploring Computer Science 2.5 credits

In this semester course students explore the following topics: Computers, Problem Solving, Web Design, and Programming. This course is designed to introduce students to the basics of computer science and requires no prior knowledge of computer hardware or software. Students may take this course at any point in their high school career. This course is recommended for students who may later decide to take an AP Computer Science. This course DOES NOT satisfy the graduation requirements for Mathematics and does not count towards the 20 credits needed in mathematics. *Prerequisite: None*

2512-H Differential Calculus 5 credits

Students will look at some trigonometry units to start off the year. This course will cover triangle trigonometry, angle addition and multiplication formulas as well as polar coordinates. Theory and mathematical rigor will be primary factors in the consideration of limits, continuity, and the establishment of necessary and sufficient conditions for the process of mathematics. Problem solving techniques, including graphing calculator techniques will be stressed. In addition, approaching problems in multiple ways will also be stressed. This course is designed to prepare students for Advanced Placement Calculus. **Students must complete the summer assignments prior to entering the course.** *Prerequisite: Honors Algebra II with Trigonometry (2312-H) and Teacher Recommendation*

2523-C Precalculus with Trigonometry 5 credits

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

**25632-C SAT Review Math 1.25 credits
(plus SAT Review Reading and Writing = 2.5 credits)**

Students in grades 11 and 12 electing this course will learn techniques that will better enable them to prepare for the SAT. Through in-class practice, students will develop strategies for approaching the Math Calculator

and Math No-Calculator Tests, as well as general test-taking strategies for the SAT. Students will thoroughly review key SAT Math concepts in the areas of Algebra I and II, Problem Solving and Data Analysis, and Geometry and Trigonometry. This course does not fulfill a mathematics requirement. **Students registering for this course must also take SAT Review Reading and Writing.** *Prerequisite: None*

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

2525-C Economics 2.5 credits
The course has been designed to show students how the world around them can be examined and analyzed using the quantitative skills learned in prior math classes. The course will explore different types of markets, efficient markets, supply & demand and their effect on prices, elasticity, and marginal analysis. The course will give students a solid foundation on many economic principles. In this semester course students will study the basic principles involved in both macroeconomics and microeconomics. This course is not intended to replace Algebra 1, Geometry, Algebra 2 or PreCalculus but is meant to give students another opportunity to look at applications of mathematics. *Prerequisites: Algebra 2 or simultaneous enrollment in Algebra 2 Part 2.*

2613-C Statistics (seniors only) 5 credits
Topics covered in this course will include frequency distributions, probability, measures of central tendency and variability, applications of the binomial and a normal probability distribution, tests of hypotheses, correlation, sampling and estimation theory, linear regression, and T distribution. *Prerequisite: Algebra II or Algebra II Part 2 or Teacher Recommendation*

2526-C Discrete Math (juniors or seniors only) 5 credits
This course covers a selection of discrete and continuous mathematics topics, and emphasizes making sense of and solving problems, constructing arguments and modeling with mathematics. It includes such topics as graph theory, conditional probability, the rules of probability, using probability to make decisions, principles of election theory and fair division. *Prerequisites: Approval of the Director of Mathematics*

AP Math Courses

2541-AP Advanced Placement B/C Calculus 5 credits
Integral Calculus is an extension of Differential Calculus. The course is concerned with developing the students' understanding of the concepts of calculus and providing an experience with its methods and applications. The students should be motivated to do college-level work in high school. The Calculus syllabus includes all topics listed in the AP Calculus BC course description and provisions are made to prepare students for the AP exam in the spring. **Taking the AP Exam for this course is a requirement. Students must complete the summer**

assignments prior to entering the course. *Prerequisite: Differential Calculus (2512-H). Please read “To Prospective AP Students”, (page 13) before selecting this course.*

2531-AP Advanced Placement A/B Calculus 5 credits

The analysis of functions, graphs, and limits with emphasis on the interplay between geometric and analytic information will be studied. Calculus based tools will be used both to predict and observe local and global behavior of a function. Derivatives of functions are presented geometrically, numerically, and analytically, and are interpreted as instantaneous rates of change. The Fundamental Theorem of Calculus and techniques of antidifferentiation and integration of basic functions will also be addressed. The Calculus syllabus includes all topics listed in the AP Calculus AB course description and provisions are made to prepare students for the AP exam in the spring. **Taking the AP Exam for this course is a requirement. Students must complete the summer assignments prior to entering the course.** *Prerequisite: Precalculus with Trigonometry (2523-C). This course is not open to students who previously took Differential Calculus (2512-H), without approval of the Director of Mathematics. Please read “To Prospective AP Students”, (page 13) before selecting this course.*

2611-AP Advanced Placement Statistics 5 credits

This course will cover topics dealing with descriptive statistics, methods of data collection and analysis, probability, hypothesis testing and test of significance. This course will rely heavily on the use of technology. The Advanced Placement Program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of a full-year introductory college course. Statistics syllabus includes all topics listed in the AP Statistics course description and provisions are made to prepare students for the AP exam in the spring. **Taking the AP Exam for this course is a requirement. Students must complete the summer assignments prior to entering the course.** *Prerequisite: Precalculus with Trigonometry (2523-C) or simultaneous enrollment in Differential Calculus (2512-H) or Teacher Recommendation. Please read “To Prospective AP Students”, (page 13) before selecting this course.*

2711-AP Advanced Placement Computer Science A 5 credits

AP Computer Science A exposes students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. **Taking the AP Exam for this course is a requirement. Students must complete the summer assignments prior to entering the course.** *Prerequisite: as a minimum, students must have taken and passed Algebra 2 or Algebra 2 Part 2 or concurrent enrollment in Honors Algebra II with Trigonometry or teacher recommendation. Please read “To Prospective AP Students”, (page 13) before selecting this course.*

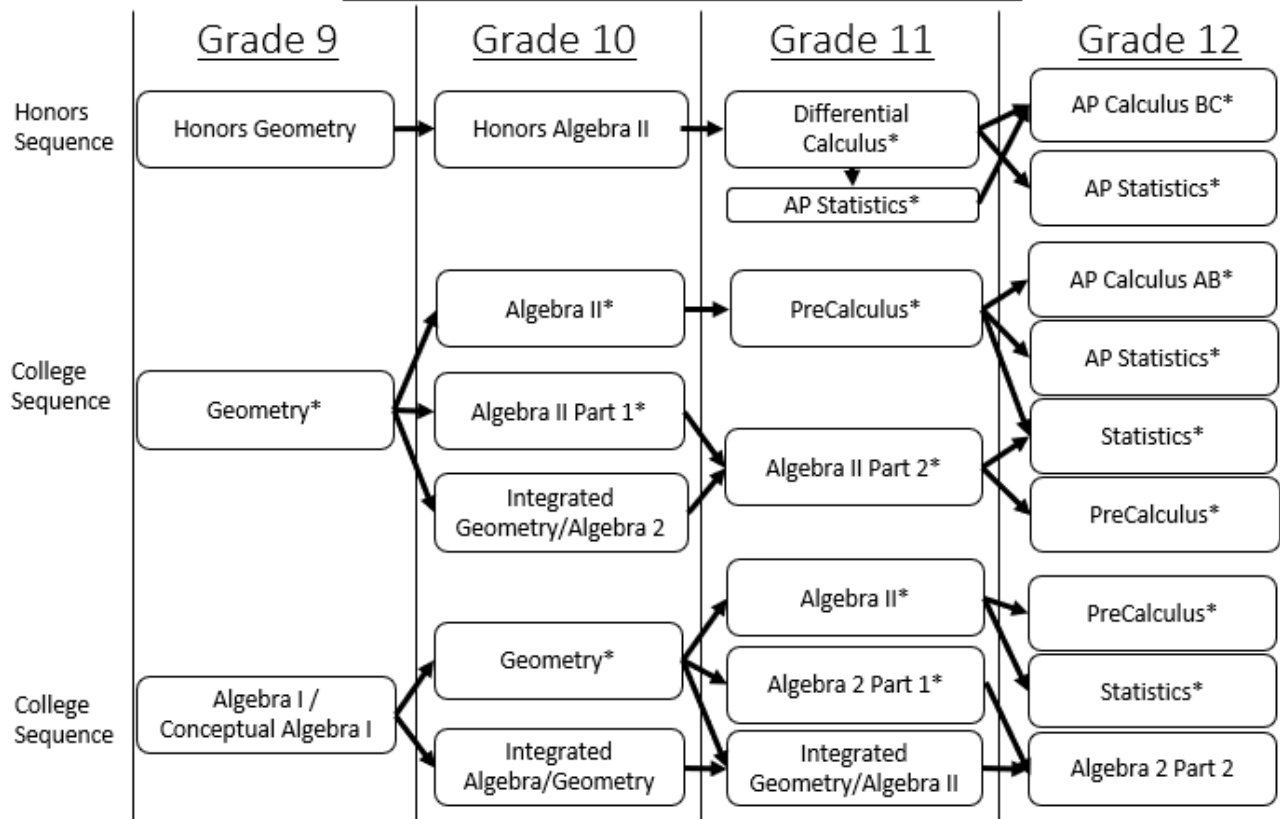
2712-AP AP Computer Science Principles 5 credits

AP Computer Science Principles is an introductory college-level course that introduces students to the breadth of the field of computer science. Students will learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. Students will develop their understanding of computational and critical thinking, creativity, and the many ways computing has and continues to change the world. This course appeals to a broad audience as students explain how computing

innovations and computer systems-- including the internet-- work. explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. **Taking the AP Exam for this course is a requirement. Students must complete the summer assignments prior to entering the course.** *Prerequisite: Algebra 1 or teacher recommendation. Please read "To Prospective AP Students", (page 13) before selecting this course.*

The chart on the next page helps to illustrate the order of the math classes. Please understand it is not as linear as it seems. For example, a student can choose to take Geometry at the same time as Algebra 1 or Algebra 2 or Algebra 2 Part 1. A student could also choose to take an elective math class in a couple of different years. Please use the chart as a guide and feel free to ask questions to the math department if you have questions on courses.

Math Department Course Sequences



The * indicates that the math course could be taken concurrently with another math course. Please read the course descriptions for the prerequisites to know which courses could be taken.

Electives	Exploring Computer Science*	Exploring Computer Science*	AP Computer Science Principles*	AP Computer Science Principles*
	AP Computer Science Principles*	AP Computer Science Principles*	AP Computer Science A (Java)*	AP Computer Science A (Java)*
			Sports In Math*	Sports In Math*
			Economics*	Economics*
			SAT Review Math*	SAT Review Math*

NATURAL SCIENCES

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

Grade 9

32122-H Biology 5 credits

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

32133-C Biology 5 credits

Students are invited to take college biology as a 9th grade student based on a specific selection process which includes the grade 8 science teacher recommendation, achievement in middle school science and math courses, MCAS results and performance on a departmental exam/essay. This laboratory course is a fast paced study of

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

32123-C The Science of Energy 5 credits

This laboratory course is designed to introduce students to the concepts of energy as it pertains to biology, chemistry, physics, and engineering. Students are recommended for this class as a 9th grade student based on a specific selection process which includes the grade 8 science teacher recommendation, achievement in middle school science and math courses, MCAS results and performance on a departmental exam/essay. This course utilizes the inquiry approach to study such topics as thermodynamics, Electromagnetic Spectrum and Radiant Energy, Photosynthesis and chemical energy, Energy flow and nutrient cycling, and magnetic and electrical energy.

Grades 10, 11, 12

FULL YEAR COURSES

32212-AP Advanced Placement Environmental Science 5 credits

The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. *Please read “To Prospective AP Students” (page 13), before selecting this course. Taking the AP Exam for this course is a requirement.*

Prerequisite: Successful completion of Biology and successful completion of or concurrent enrollment in Chemistry, and a teacher recommendation.

32133-C Biology 5 credits

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

32122-H Biology 5 credits

This course is an accelerated study of biological concepts and is intended for the self-motivated, scientifically talented student who has already developed a sound foundation in general science, lab procedures and scientific reasoning. This is a laboratory course that utilizes the inquiry approach to study such topics as biochemistry, cell structure and function, genetics, comparative anatomy and physiology, evolution, biodiversity and ecology. Writing formal lab reports utilizing the criteria established in the SHS Writing Toolkit is required. A long-range experimental science project may be required.

33313-C **Chemistry** **5 credits**
This course is designed as a college preparatory, laboratory course. Emphasis is shifted away from purely descriptive chemistry toward the study of chemical principles. Some of the major topics covered include measurement, matter and energy, atomic structure, the mole concept, formulas and equations, the gas laws, chemical bonding, solutions and acids and bases. The laboratory program is an integral part of this course and is used to help students understand how chemical principles are developed from experimental data and observations.

Prerequisite: Successful completion of Algebra

33122-H **Chemistry** **5 credits**
Students who are self-motivated, possess above average math skills and have successfully completed biology may consider this laboratory course which is an accelerated study of such topics as atomic structure, stoichiometry, gas laws, solutions, equilibrium, acids and bases and electrochemistry. A focus on problem solving and critical reasoning skills will be emphasized throughout the course. Writing formal lab reports utilizing the criteria established in the SHS Writing Toolkit is required. A long-range experimental science project may be required.

Prerequisite: B or better in Biology and Algebra and teacher recommendation

37533-C **Engineering Design** **5 credits**
This course is an introduction to engineering and the concepts of the engineering design process and is intended for the student who has solid laboratory and mathematics skills. This is a laboratory based, hands-on course. Topics to be covered include: mechanics, patent writing, fluid dynamics, civil engineering, electrical engineering and aerodynamics. Students will have the opportunity to develop graphical communication skills used in engineering through the use of sketching and computer-aided design (CAD). Emphasis will be placed on the practical aspects of science as most topics are studied through the development of such design projects as boats, rockets, decks, bridges, towers, aircraft, catapults, multi-use building design and green energy sources. Several engineering-based science projects are an important component of this course.

*Students who have successfully completed **Intro to Engineering 37633-H** are not eligible to take this course.*

37522-H **Engineering Design** **5 credits**
This course is an introduction to engineering and the concepts of the engineering design process and is intended for the self-motivated, scientifically talented student who has a strong foundation in general science and mathematics. This is a laboratory based, hands-on course. Topics to be covered include: mechanics, patent writing, fluid dynamics, civil engineering, electrical engineering and aerodynamics. Students will have the opportunity to design and build prototypes, and to develop graphical communication skills used in engineering through the use of sketching and computer-aided design (CAD). Emphasis will be placed on both the practical aspects of science as well as on a mathematical analysis of those aspects. The mathematical analysis may involve multiple step word problems as well as trigonometry.. Most topics are studied through the development of such design projects as boats, rockets, decks, towers, aircraft, multi-use building design and green energy sources. Several engineering-based science projects are a required component of this course.

*Prerequisite: Teacher recommendation Students who have successfully completed **Intro to Engineering 37633-C** are not eligible to take this course.*

3803-C Forensic Science

5 credits

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

Prerequisite: C or better in Biology

Semester Courses

3193-C Astronomy

2.5 credits

This course covers all big topics in astronomy including: the origin of the universe, the different types of galaxies and the different types of stars. Additionally, students will conduct in-depth learning about our solar system and each planet, the Earth and the moon. Students will learn to stargaze at night, how to use a telescope, the history of the space program, and the future of living on the Moon (and maybe someday Mars!).

3513-C/3514-H Ethics and Technology

2.5 credits

Technologies often have powerful effects on society as a whole and on individual organisms. Technology can provide benefits to society, but they also can be used in dangerous or damaging ways. It is critical that new technologies are evaluated against the basic principles of personal and societal ethics. The objective of this course is to present students with the experience of looking at existing technologies, and their ethical impacts on society. Students will practice identifying an ethical question; discerning facts from opinions and identifying the stakeholders. Students will learn to apply the Principles of Bioethics (Justice, Equity, Maximizing Benefits and Minimizing Harm) to identify an ethical resolution to the dilemmas presented. Participation in this course requires an individual (or with one partner) full period presentation, Each presentation is followed by individual reflection, debate and a final opinion statement. This course may be taken at college or honors level. Students in the honors level will have additional readings and projects assigned each term. **Credits in this course DO NOT satisfy the graduation requirements for science.**

Prerequisites: Successful completion of Biology.

3521-C Food Science (Offered in Even Graduation Years)

2.5 credits

Food Science is a part of every stage of the production, processing, preparation, evaluation and uses of food. This is an interdisciplinary science course that will integrate the basic principles of biology, chemistry, and microbiology in the context of food and the food industry. Students enrolled in this course will apply these principles and processes to the study of food and nutrition. Students will gain an understanding of how these principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, and food safety. Learning will involve hands-on experiences in order to encourage application to real life situations.

3523-C Human Anatomy 2.5 credits
Anatomy is a laboratory course primarily intended for students planning careers in health and medical-related fields such as nursing, medical or dental technology, physical therapy and occupational therapy. Major topics will include the structure and function of the body systems, including the skeletal, muscular, digestive, respiratory, nervous, immune and reproductive systems. Anatomy includes laboratory activities, case studies, classroom lectures and dissections. This course will build on biology and chemistry concepts.

*Prerequisite: Successful completion of Biology. Students who have successfully completed **Physiology 3522-H** are not eligible to take this course.*

3543-C/3545-H Oceanography (Offered in Odd Graduation Years) 2.5 credits
This course involves the study of both the physical and biological aspects of oceanography. The student will first investigate physical oceanography topics such as the structure of the earth and the sea floor, the physics and chemistry of the oceans, atmospheric wind and ocean circulation, waves, currents, and tides. During the second half of the course, focus will turn to biological aspects of oceanography including the study of marine animals, food webs, ecological concepts, and environmental concerns. This course may be taken at college or honors level. Students in the honors level will have additional readings and projects assigned each term.

Prerequisite: Successful completion of Biology.

3783-C/3785-H Robotics I 2.5 credits
This course uses a hands-on approach to introduce the basic concepts of robotics including building robots, programming them and using them to accomplish specific tasks autonomously and in a repeatable manner. Students will build a progressive series of robots each adding another facet of capability. They will begin with simple motion, progress to sensing the environment with electronic sensors, responding to the environment, and finally changing the environment by moving and modifying objects. An honors option is available in which students will learn about and demonstrate knowledge of gear ratios, basic control theory, and predictive operation. Honors students will be challenged with more complex programming tasks.

3117-U Science Instructional Lab Fall 2.5 credits

3118-U Science Instructional Lab Spring 2.5 credits

This semester course is recommended for students by their science teacher and is designed to serve students who would benefit from individualized instruction to strengthen command of the content standards and scientific inquiry skills as outlined in the current Massachusetts Curriculum Framework. Emphasis will be placed on remediation of key concepts, science practices, and general test-taking strategies. Credits in this course DO NOT satisfy the graduation requirements for science. *9th and 10th grade students identified (by teacher or 8th grade Science MCAS score) as needing extra support must take this course.*

ADDITIONAL FULL YEAR COURSES

32211-AP Advanced Placement Biology 10 credits

This laboratory course allows selected students who have satisfactorily completed courses in Biology and Chemistry to experience a college level biology course while still in high school. The primary focus will be preparation for the AP Examination, which if passed with proficiency, may enable students to receive college credit. The course provides students with the concepts, factual knowledge and analytical skills needed to deal critically with the rapidly changing science of biology. Those students who wish to expand their biology background while anticipating a career in the sciences and/or health related fields should consider this course. All topics will be presented in considerable depth and detail and will be accompanied by a laboratory component. All students must create a formal presentation and display of a laboratory experiment including background information, organized presentation of data, data analysis, and conclusion. Students are expected to present this project as part of the Knight of Excellence to the Stoughton Community.. **Taking the AP Exam for this course is a requirement.** *Please read “To Prospective AP Students” (page 13), before selecting this course.*

Prerequisite: Successful completion of Honors Biology, Honors Chemistry, and Algebra II with Trigonometry, and teacher recommendation

33211-AP Advanced Placement Chemistry 10 credits

This laboratory course allows selected students who have satisfactorily completed Biology and Chemistry to experience a college level chemistry course while in high school. The primary focus will be preparation for the AP examination, which if passed with proficiency, may enable students to receive college credit. Those students who wish to expand their chemistry background while anticipating a career in the sciences and/or health related fields should consider this course. All topics will be presented in considerable depth and detail and will be accompanied by a laboratory component. All students must create a formal presentation and display of a laboratory experiment including background information, organized presentation of data, data analysis, and conclusion. Students are expected to present this project as part of the Knight of Excellence to the Stoughton Community. **Taking the AP Exam for this course is a requirement.** *Please read “To Prospective AP Students”, before selecting this course.*

Prerequisite: Successful completion of Honors Biology, Honors Chemistry, and Algebra II with Trigonometry, and teacher recommendation

33123-H Biotechnology 5 credits

This year-long course offers the student an opportunity to participate in hands-on labs and simulations that apply modern biotechnology related to medicine, the environment, food science and agriculture. *Biotechnology* is technology based on biology. It uses cellular and biomolecular processes to develop technologies and products that help improve our lives. Examples of products or topics of biotechnology that may be investigated throughout this course are: The production of cheese, yogurt, bread, washing detergents, cosmetics, etc. Genetic testing and analysis, medical diagnostic tests, cancer research, vaccines and antibiotics. Research and production of pharmaceuticals and herbal supplements. Genetically modified plants and selective breeding.

Prerequisite: C or better in Biology

34122-H **Physics** **5 credits**
Students who are self-motivated, and possess strong math skills in algebra, geometry, trigonometry should consider this laboratory course. It involves the study of forces, motion, momentum, and energy. Honors physics helps to develop a student's ability to observe, experiment with and analyze the surrounding physical world. A focus on problem solving and critical reasoning skills will be emphasized throughout the course. Two engineering-based science projects are a required component of this course. Writing two formal lab reports utilizing the criteria established in the SHS Writing Toolkit is required.

Prerequisite: Algebra II with Trigonometry with a C or better or teacher recommendation

34133-C **Physics** **5 credits**
This laboratory course is designed to give students a general knowledge of the major concepts and theories of physics. Topics include motion, heat, sound, light, and electricity. Basic math skills are required. The more difficult mathematical relationships are derived and explained as encountered. Two to three engineering projects are an important component of this course.

Prerequisite: Successful completion of Algebra

3522-H **Physiology** **5 credits**
This honors level laboratory course involves the integration of biological and physical sciences. Detailed explanations of the functions of the human body beyond those covered in the biology course are considered. This study of the human body emphasizes the complementary nature of structure and function, molecular and cellular interactions, homeostasis, and metabolic processes. Students will investigate the structure and function of the skeletal, muscular, reproductive, circulatory, respiratory, digestive, endocrine, urinary and nervous systems. Dissections are an integral part of this course. Writing formal lab reports utilizing the criteria established in the SHS Writing Toolkit is required. Students interested in taking both Anatomy and Physiology should take Human Anatomy first.

Prerequisites: C or better in both Biology and Chemistry or teacher recommendation

Semester Courses

3784-C **Robotics II** **2.5 credits**
Students will build on skills developed in the introduction to robotics course. Robots will be built using the VEX platform which is widely used in competitions in the USA and throughout the world. Both autonomous and remote-control robots will be built. Students will work in small teams to accomplish assigned tasks. They will also build robots to compete with each other in robotic games. Grading will be based upon group work product, individual group participation and written e.g. calculating gear ratios, and practical assessments such as writing short programs to complete simple tasks

Prerequisite: Honors Robotics I with a C or Robotics I with a B or better and permission of instructor.

34111-AP**AP Physics****10 credits**

This laboratory course allows selected students who have demonstrated a high level of skill in algebra and trigonometry to experience a college level physics course while still in high school. A primary focus of the course is preparation for the AP examination, which, if passed with proficiency, may enable students to receive college credit. Concepts will be investigated through inquiry-based laboratory experiments and problem-solving activities which are reinforced by class discussion and lecture. The curriculum for the course is set by the College Board and includes topics such as kinematics, forces, energy, momentum, circular motion, rotation, waves, and electricity. All topics will be covered in considerable depth and detail and will be accompanied by a laboratory component. All students must perform a long-term engineering project and present that project at the Knight of Excellence. **Taking the AP Exam for this course is a requirement.** *Please read "To Prospective AP Students", (page 13) before selecting this course.*

Prerequisite: Honors Biology, Honors Chemistry, C or better in Algebra II with Trigonometry, and teacher recommendation.

SCHOOL COUNSELING

1045**Sophomore Seminar****1.25 credits**

Students will engage in activities designed to explore their career interests, develop an understanding of SHS post-secondary planning resources and how to access them. The curriculum is designed to provide students with a better understanding of the expectations and requirements of Stoughton High School, how to explore post-secondary options and begin a career plan. Students will learn how to compute grade point average, review their individual transcripts and progress towards graduation. Students will be taught to employ digital resources such as Naviance and/or the Massachusetts Career Interest System for college and career planning. Students will be educated on the Signs of Suicide (SOS). SOS is a suicide prevention program that educates students about the relationship between suicide and depression. This one term course meets one day per cycle and is delivered by School Counselors. *This course is automatically scheduled for all 10th grade students.*

SPECIAL EDUCATION

A student with special needs is a child who has been determined eligible for special education through the TEAM evaluation process. These students have Department of Elementary and Secondary (DESE) disability and are unable to progress effectively in the general curriculum without specially designed instruction and/or related services. The special education department develops individualized programs of instruction for those students identified with special needs serving a number of students with a wide range of DESE disabilities. Service options include services provided within a fully integrated program of general education to placement in special education substantially separate programs. Services are determined by the student's Special Education Team and specified on the Individualized Educational Program (IEP). The IEP specifies services that assist the student to progress in the general curriculum and Massachusetts Common Core curriculum frameworks standards. The needs of Stoughton High School students with IEPs are met through curricula accommodations, modifications, inclusion support, academic support and intensive skills programs. The focus of the special educational services can be described by the terms specially designed instruction, remediation, accommodation and modification. All students with special educational needs participate in MCAS testing. Additionally, at

the high school level, the special education students participate in transition-based planning to support a successful transition to the adult world. Students participate in this results-orientated process that identifies a vision and a framework for assisting youths to define their futures, take responsibility, and make continuous progress toward their long-range life goals. The focus is on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

WORLD LANGUAGES

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

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

American Sign Language

4361-C American Sign Language I 5 credits

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

4362-C American Sign Language II 5 credits

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

4364-C **Advanced ASL Conversation** **5 credits**
This course is a more in depth study of American Sign Language and the Deaf culture in addition to further cultural grammatical understanding and interpreting skills. Greater attention is given to sign inflection and **voice off** meaningful conversations and context. This course is meant to be the third year of ASL studies. *Prerequisite: ASL I & II*

Chinese Studies

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

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

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

French Studies

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

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

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

4223-C/4222-H Latin II 5 credits
Latin II students continue their acquisition of the Latin language and ancient Roman culture via the *Ecce Romani* textbook series. By reading stories in Latin about the lives of a typical Roman family, students will further their understanding of noun and verb forms, intermediate syntax and vocabulary.
Prerequisite: Latin I or Director's approval.

4243-C/4242-H Advanced Latin Prose (Offered 2022-2023) 5 credits
In Advanced Latin Poetry, students begin with an intensive review of Latin grammar. Upon completion of the review, students translate and analyze the work of Roman poets such as Catullus and Martial. Students also read Latin selections of Vergil's *Aeneid* and they read the entire work in English. At appropriate times, the history, culture and influence of Rome are discussed. (Grades 11 and 12) Offered in alternating years with Advanced Latin Prose.
Prerequisite: Latin II or Director's approval.

4233-C/4232-H Advanced Latin Poetry (Offered 2023-2024) 5 credits
In Advanced Latin Prose, students begin with an intense review of Latin grammar while reading the stories of Hercules, Jason, and the Argonauts, and the Legends of Early Rome. Upon completion of the review, students translate and analyze the work of Roman prose authors such as Cicero, Sallust and Plautus. At appropriate times, the history, culture and influence of Rome are discussed. (Grades 11 and 12) Offered in alternating years with Advanced Latin Poetry.
Prerequisite: Latin II or Director's approval.

Portuguese Studies

4325-C Portuguese I: An introduction to Portuguese 5 credits
This course will introduce students to vocabulary, grammar, and pronunciation of the Portuguese language. Students will be introduced to the diverse cultures of the Portuguese-speaking world and their history. Students will learn how to communicate orally and in writing. This course is for students with no prior knowledge of the language.

4327-C/4330-H Portuguese II 5 credits
Portuguese II provides a more in-depth study of the Portuguese language fundamentals with emphasis on more complex sentence structure and vocabulary. The course intends more use of the language and further study of Portuguese people and cultures.
Prerequisite: Portuguese I or Director's approval.

4331-C Portuguese III 5 credits
Portuguese III provides a more in-depth study of the Portuguese language fundamentals with emphasis on more complex sentence structure and vocabulary including more formal reading, writing, and oral expression. The course intends more use of the language and further study of Portuguese people and cultures.
Prerequisite: Portuguese 2 or Director's approval.

4328-C Portuguese for Heritage Language Learners I 5 credits
This course will be conducted fully in Portuguese and is designed for students who have previous practice speaking and hearing the Portuguese language, i.e., students who grew up in a bilingual environment but have no formal education in the Portuguese language. This course aims to enhance academic and literacy skills. Students will develop and enhance a cultural awareness for their own culture, as well as the various cultures of the Portuguese-speaking world. Students will also study Portuguese literature.

4329-C Portuguese for Heritage Language Learners II 5 credits
This course will be conducted fully in Portuguese and is designed for students who have previous practice speaking and hearing the Portuguese language. This course aims to enhance the academic and literacy skills acquired in Portuguese for Heritage Language Learners I. Students will further develop a cultural awareness for their own culture, as well as the various cultures of the Portuguese-speaking world. Students will also study Portuguese literature. This is the second half of the two year language requirement intended for heritage students.
Prerequisite: Portuguese for Heritage Learners I

Spanish Studies

4313-C Spanish I 5 credits
This course will introduce students to the four basic language skills: listening comprehension, speaking, reading, and writing, within a cultural context for practical application as well as information on Hispanic people, their history, lands and culture. This course is for students with no prior knowledge of the language.

4323-C/4322-H Spanish II 5 credits
Spanish II furthers the study of grammar, vocabulary and cultures of Spanish-Speaking countries with emphasis on more complex sentence structure and vocabulary. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through literature.
Prerequisite: Spanish IA and IB, Spanish I College, or Director's approval.

4333-C/4332-H Spanish III 5 credits
Spanish III students continue to increase their knowledge of vocabulary and grammatical structures learned in Spanish I and Spanish II but with a greater emphasis on communicating in the present, past, and future tenses. Students will also continue to improve their overall proficiency through the practice of reading, writing, listening, and speaking skills. They will continue to study the diverse cultures and traditions of Spanish speaking countries. The course is conducted primarily in Spanish.

Prerequisite: Spanish II or Director's approval.

4343-C/4342-H Spanish IV 5 credits
Spanish IV students continue to build upon skills learned in Spanish I, Spanish II, and Spanish III to develop higher proficiency with their writing, speaking, listening, and reading skills. Students will expand their vocabulary base and will use more complex grammatical structures to express their ideas, thoughts, and

9173-U

Academic Enrichment

2.5 credits

Academic Enrichment provides a structured environment for students to receive academic and organizational help from a teacher. The class size is typically small. Students and the teacher work together to identify problem areas and to improve performance. The credits are based on a semester course. Students may be recommended for one or two semesters. Students may be recommended for more than one section of this course.

PLATO

credits vary per student

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

Name _____

Class of _____

Four Year Plan

Department	Grade 9	Grade 10	Grade 11	Grade 12	Total Credits
English					
Math					
Science					
History					
PE/Health					
World Lang./ Fine Arts					
Information Technology					
Elective(s)					
Elective(s)					
Elective(s)					
Elective(s)					
Total Minimum credits to graduate					135 minimum credits

Stoughton High School

Course Selection Sheet for 2022-2023

UTILIZE THIS SHEET WHEN COMPLETING YOUR COURSE REGISTRATION AND USE IT
AS A GUIDE WHEN ENTERING YOUR COURSES. YOU WILL RECEIVE A PRINT OUT
OF YOUR SELECTED COURSES AT THE END OF THE REGISTRATION

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

Enter your Total Credits (must equal at least **40 credits**) _____

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

ALTERNATE ELECTIVE(S)

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