

**Stoughton High School
Program of Studies
2025-2026**



Administration

**Juliette A. Miller
Administrative Principal**

**Assistant Principal
Hilary Filkins**

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

**Dean Gr. 9 & 11
Rachelle Russo**

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

**Athletic Director
Robin Ireland**

**Director of School Counseling
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

Katherine Weiss, Chair
Lindsey Kreckler, Vice Chair
Armando Rodrigues Barbosa
Karen Powers
Chris Shannon

Superintendent of Schools

Dr. Joseph Baeta

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	Mr. Armour	781-344-7001 x3212
English Language Arts	Ms. Ruschioni	781-344-7001 x3112
Mathematics	Mr. Armour	781-344-7001 x3212
Natural Sciences	Ms. Wiebe	781-344-7001 x2212
Performing Arts	Ms. Mawn	781-344-7001 x1161
Physical Education	Ms. Jamiel	781-344-7002 x72143
History & Social Sciences	Ms. Regan	781-344-7001 x4179
School Counseling	Ms. Kennedy	781-344-7001 x1207
Special Education		781-344-7001 x2141
Visual Arts	Ms. Dancey	781-344-7001 x1157
World Languages	Mr. Babb	781-344-7001 x4195

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Stoughton High School Vision of a Graduate

Stoughton High School, in partnership with our community, is committed to supporting students on their journeys to live productive, healthy, and meaningful lives. Through our curriculum and via their experiences, our students will become culturally responsive citizens, innovative thinkers, and lifelong learners who exemplify excellence of character and live balanced lives.

Our Six Core Competencies:

Critical Thinking

The Stoughton High School graduate questions, evaluates, analyzes, synthesizes, and explains information from diverse sources.

Cultural Proficiency

The Stoughton High School graduate builds meaningful relationships with people from diverse backgrounds and participates in respectful, as well as, productive exchanges.

A Healthy Being

The Stoughton High School graduate works toward maintaining a state of physical, mental, and social well-being while achieving their full potential.

Communication

The Stoughton High School Graduate utilizes language to connect, collaborate, exchange information, and succeed in personal, academic, and career-related situations.

Personal Responsibility

The Stoughton High School graduate accepts complete responsibility for their behavior, feelings, and decisions in all areas of their lives.

Growth Mindset

The Stoughton High School graduate believes their most basic abilities can be developed through dedication and hard work.

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/guardians 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 a 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 and are responsible for the associated AP Exam fee, except in the case of hardship (see page 13). 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 Program of Studies (electronically). Grades 8 - 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 complete a Course Waiver Form. Course Waiver Forms are found in PowerSchool under "Forms" in the left-hand menu. Course Waiver Form 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 canceled 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.

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 complete the MCAS state testing in ELA, Mathematics, and Science or in some cases the Alternate Portfolio. All students must pass designated coursework in English Language Arts, Mathematics, and Science to earn a diploma from Stoughton High School.

Successful completion of the following requirements:

- 20 credits in English which include English 9, English 10, English 11, English 12 (or their equivalents)
- 20 credits in Mathematics which include Algebra I, Geometry, Algebra II (or their equivalents)
- 15 credits of a lab science which include Biology (or its equivalent)

Course Credits & Subject-Specific Coursework

	Class of 2026	Class of 2027	Class of 2028	Class of 2029
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 2026	Class of 2027, 2028, 2029
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, 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 College Board examinations. In cases of hardship, financial aid is available. In this case, students should speak to their School Counselor.

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	93% - 96%	C+	77% - 79%	D	64% - 66%
A-	90% - 92%	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%

CAREER CONNECTIONS

Agriculture, Food and Natural Resources

- Economics
- Wellness
- Biology
- Environmental Science
- Engineering Design
- Human Anatomy
- Oceanography
- Biotechnology
- Physics
- Physiology
- Introduction to Business
- Woodworking Product R&D

Architecture and Construction

- Algebra I & II
- Integrated Algebra 1/Geometry
- Integrated Geometry/Algebra 2
- Geometry Honors
- Algebra II with Trigonometry H
- Exploring Computer Science
- AP Computer Science, all
- Differential Calculus
- Precalculus with Trigonometry
- Economics
- Statistics, all levels
- AP B/C Calculus & A/B
- Engineering Design, all levels
- Physics, all levels
- Web Programming I & II
- Woodworking Product R&D
- Computer Aided Design (CAD)
- All Physical Education Courses

Arts, A/V technology and Communications

- Video Production I, II, III
- Stoughton Yearbook Production
- Cybersecurity Fundamentals
- English 9-12, all levels
- Creative Writing
- Journalism I & 2
- Writing Seminar
- Film as Literature
- All World Language Courses
- All Music Courses
- All Fine Arts Courses
- All Theatre Courses
- Psychology
- Sociology
- Web Programming I & II
- Current Events
- Statistics
- Robotics I & II
- Stand & Deliver
- Acting for Stage & Screen

Business Management and Administration

- Marketing
- Introduction to Business
- Marketing- School Based Enterprise
- Strategic Marketing & DECA Leadership
- Cybersecurity Fundamentals
- Financial Literacy
- English 9-12, all levels
- World History, all levels
- U.S. History, all levels
- Sociology
- Psychology
- Current Events
- All Mathematics Courses
- All World Language Courses
- All Information Technology Courses

Education and Training

- Psychology
- Sociology
- Web Programming I & II
- Wellness
- All Subject Level Courses
- Introduction to Business
- Cybersecurity Fundamentals
- American Studies
- Writing Seminar
- Journalism I & 2
- All World Language Courses
- National & Global Perspectives
- Ethics & Technology
- Religions of the World
- Capstone Project
- Stand & Deliver

Business Management and Administration

- Financial Literacy
- All Mathematics Courses
- Introduction to Business
- All Information Technology Courses
- All World Language Courses
- Cybersecurity Fundamentals
- Ethics and Technology
- Current Events
- National & Global Perspectives
- Strategic Marketing and DECA Leadership
- Applied Marketing
- Stand & Deliver
- Economics

Government and Public Administration

- All History Courses
- All Social Science Courses
- All Humanities Courses
- Ethics & Technology
- Sociology
- All World Language Courses
- Introduction to Business
- Financial Literacy
- All Communications Courses
- American Studies
- Journalism I & II
- Economics
- Statistics
- Strategic Marketing and DECA Leadership
- Cybersecurity Fundamentals
- Stand & Deliver

Health Science

- Biology, all levels
- Biotechnology
- Physiology
- Human Anatomy
- Science of Energy
- Forensic Science
- Psychology
- All World Language Courses
- Algebra I & II
- Physics, all levels
- Chemistry, all levels
- Robotics I & II
- Cybersecurity Fundamentals
- All P.E. and Wellness Courses
- All Computer Science Courses
- All Information Technology Courses

Hospitality and Tourism

- All World Language Courses
- All Music Courses
- All Fine Arts Courses
- Psychology
- Sociology
- Introduction to Business
- Lifetime Activities
- Current Events
- Economics
- All Drama Courses
- Cybersecurity Fundamentals
- Strategic Marketing & DECA Leadership
- Applied Marketing
- Stand & Deliver
- Satire & Comedy

Human Services

- Psychology
- Sociology
- All English Courses
- All History Courses
- All World Language Courses
- Introduction to Business
- Current Events
- National & Global Perspectives
- Religions of the World
- Theatre for Social Change
- Wellness
- Alternative Fitness
- Lifetime Activities
- Music Theory
- Stand & Deliver

Information Technology

- All Information Technology Courses
- English 9-12, all levels
- Music Production I & 2
- Cybersecurity Fundamentals
- All Mathematics Courses
- All World Language Courses
- Introduction to Technical Theatre
- Theatre Production Lab
- All Computer Science Courses
- Engineering Design, all levels
- Ethics and Technology
- Introduction to Business
- Strategic Marketing & DECA Leadership
- Applied Marketing
- Computer Aided Design (CAD)

Law, Public Safety, Corrections and Security

- Forensic Science
- Biology, all levels
- Human Anatomy
- Physiology
- All World Languages
- All History Courses
- English Grades 9-12 all levels
- Psychology
- Sociology
- Religions of the World
- Current Events
- National & Global Perspectives
- The Holocaust and the Resistance Movements
- Black American History
- All Physical Education Courses
- Journalism I & II
- All Information Technology Courses
- All Computer Science Courses
- Cybersecurity Fundamentals
- Stand & Deliver

Manufacturing

- All Fine Arts Courses
- Engineering Design
- All Information Technology Courses
- All Computer Science Courses
- Economics
- National and Global Perspectives
- Statistics
- Chemistry, all levels
- Biotechnology
- Robotics I & II
- Physics, all levels
- Introduction to Business
- Woodworking Product R&D
- Computer Aided Design
- Discrete Math
- Ethics and Technology

Marketing

- Video Production I, II, III
- Strategic Marketing & DECA Leadership
- Applied Marketing
- Marketing - School Based Enterprise
- Introduction to Business
- Economics
- Statistics
- All World Languages
- Journalism I & II
- Web Programming I & II
- English Grades 9-12, all levels
- Creative Writing
- Writing Seminar
- Stand & Deliver
- Capstone Seminar

Science, Technology, Engineering, Mathematics

- All Science Courses
- All Information Technology Courses
- All Computer Science Courses
- All Mathematics Courses
- Introduction to Business
- All Fine Arts Courses
- Psychology
- Sociology
- National & Global Perspectives
- Video Production I, II, III
- Computer Aided Design
- Cybersecurity Fundamentals

Transportation, Distribution and logistics

- All Mathematics Courses
- All Physical Education Courses
- All Information Technology Courses
- All Computer Science Courses
- English Grades 9-12, all levels
- All World Language Courses
- Environmental Science, all levels
- Engineering Design
- Ethics and Technology
- Robotics I & II
- Introduction to Business
- Cybersecurity Fundamentals

Career Awareness course and Exploration and Career Readiness and Immersion course will support you in making an informed decision about your future.

BUSINESS, COMMUNICATIONS and INFORMATION TECHNOLOGY

Business

6110-C Introduction to Business Fundamentals 2.5 credits

This course introduces students to key business concepts, including entrepreneurship, marketing, finance, and operations. Through hands-on projects and case studies, students will learn about business structures, financial management, and the global economy. Emphasis is placed on developing critical thinking, communication, and problem-solving skills. By the end of the course, students will have a solid foundation in business principles and be prepared for further study in business-related fields.

6114-C Entrepreneurship 2.5 credits

This course provides students with practical knowledge of business organization and the principles essential to success in the business world. Designed for students interested in business careers, management positions, or pursuing further education in business, the course covers key topics such as economics, business structures, leadership, human resources management, accounting, finance, entrepreneurship, and marketing. Students will engage in computer simulations to apply their learning in real-world business scenarios, and will develop and present a business plan. By the end of the course, students will have a deeper understanding of how businesses are structured and operate on local, national, and global levels in today's technology-driven marketplace.

Prerequisite: None

6115-C Strategic Marketing & DECA Leadership 5 credits

The DECA Marketing course is a year-long program for high school students, offering a comprehensive introduction to marketing principles, project-based learning, and DECA competition preparation. Students explore key topics like market segmentation, branding, promotion, sales, and digital marketing. Through hands-on projects—such as creating marketing plans, running mock advertising campaigns, and developing business start-up ideas—they apply classroom knowledge to real-world scenarios. The course also emphasizes leadership, communication, and customer service skills, aligning closely with DECA events like Marketing Research, Entrepreneurship, and Professional Selling. In addition to traditional assessments, students prepare for DECA competitions through role-play, simulations, and mock events, helping them develop the expertise needed for future careers in marketing. By course end, students will have built a digital portfolio and be ready to excel in DECA competitions and post-secondary pathways.

6117-C Applied Marketing 2.5 credits

This Marketing course provides high school students with a comprehensive foundation in marketing fundamentals, emphasizing the unique fields of retail marketing and sports and entertainment marketing. Students will learn core concepts such as market research, consumer behavior, branding, and promotional strategies, specific to retail and sports industries. Through hands-on projects, and online simulations, students will design store layouts, create retail campaigns, and plan sports or entertainment event sponsorships, developing practical skills essential for success in today's competitive marketing landscape. By the end of the course, students will have built a solid foundation in marketing with specialized knowledge in these exciting and dynamic sectors. *This course replaces Retail Marketing and Sports and Entertainment Marketing classes taught in previous years*

6610-C **Financial Literacy** **2.5 credits**
This course prepares students to plan and manage their finances, achieve financial independence, and make responsible decisions. Students will gain essential skills in budgeting, saving, managing credit, understanding loans, and making informed consumer choices. Topics include checking and savings accounts, credit basics, financial aid, insurance, and career planning. Additionally, students will complete and become certified in three online courses to strengthen their financial literacy. Practical lessons and real-world applications make this course relevant for all, especially those starting their path to financial independence. *This is a graduation requirement.*

6613-C **Stoughton Yearbook Production** **5 credits**
Students help produce the yearbook in a timely, organized fashion while adhering to deadlines and learning about the production and marketing of a publication. The course will include lessons in business organization, ethics, meeting deadlines, and copyright. Students will master skills in developing content, story writing, graphic design, and photojournalism/digital photography. Although there are no prerequisites, graphic design, photography, video production and/or journalism provide useful foundational skills for this course. Students must be willing to stay after school to work with clubs, attend sporting events (at times, off campus events; swim, hockey, golf, etc.), music events, and other community events to get pictures & stories. Students must be in 11th or 12th grade in order to take this course.

6614-C **Marketing - School-Based Enterprise** **2.5 credits**
This course is designed to give students an exploratory investigation of career opportunities in the field of retail management and marketing. Students obtain hands-on experience in a variety of marketing projects specific to the school store. The class is divided between textbook theories and experiential learning through school-based enterprises and project-based activities. This class is recommended for students considering a career in Business and/or Marketing, such as Retail and Wholesale Merchandising, B2B Sales, E-Commerce, Marketing Research, Inventory Management, Distribution, Advertising, Small Business Management, Entrepreneurship, Social Media Marketing, Accounting, and Public Relations.

NOTE: Students must commit to working at the school store during off-class hours (before school, after school, and during sporting/community events) per schedule set with the instructor. This will give students an opportunity to earn community service hours.

Prerequisite: Teacher Recommendation

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*

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)

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 during 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.**

**SHS English Department Cheat Sheet for Course Selection
(college-level seniors and electives)**

Senior CREDIT classes:

Literature:

Diverse Voices

Sci-Fi - *even graduation years*

Horror - *odd graduation years*

Whodunnit?: Mystery/Thriller Fiction

Writing:

Creative Writing

Capstone Seminar

Writer's Playlist: Poetry and Lyrics

Journalism II

*Students who are **not** taking honors or AP need to choose ONE literature and ONE writing class for their graduation requirement*

English Electives:

Course	9th	10th	11th	12th	Take more than once?
Journalism I	✓	✓	✓	✓	No, but once they take Journalism I, they can choose Journalism II and take that multiple times
Connecting Pop Lit to Classics	✓	✓	✓	✓	No
*Graphic Novels	✓	✓	✓	✓	No
Reading for Enjoyment	✓	✓	✓	✓	Yes - but only 2 times
Journalism II		✓	✓	✓	Yes, but they have to take Journalism I first
Altruism and Love (<i>even graduation years</i>)		✓	✓	✓	No
Stand and Deliver (<i>odd graduation years</i>)		✓	✓	✓	No
Satire and Comedy		✓	✓	✓	No
Film as Literature			✓	✓	No

**Honors credit as an option*

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.

Students are invited into the honors program based on specific criteria: the grade 8 English teacher's recommendation, performance on benchmark writing assessments, achievement in English in grades 7 and 8, as well as achievement on standardized tests. This course will challenge students and prepare them for 10 Honors English.

1113-C**English 9 C****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 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. 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 analysis.

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

This course reinforces the complex skills developed in English 9 Honors and develops additional skills in language, composition, and literary analysis. 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. This course will challenge students to independently analyze and evaluate 10th grade literature and informational texts, in order to demonstrate how to effectively use evidentiary support in oral and written arguments. Through literature and informational text, students will explore topics such as: power, innocence, war, the human psyche, and other relevant issues that lead to rich discussions, perspective-taking, and deeper analysis. *College level students who want to enter the honors track are strongly encouraged to earn their 9th grade ELA teacher's recommendation.*

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

This course reinforces key skills that students developed in their grade 9 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 skills. 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. Through literature and informational text, students will explore topics such as: power, innocence, 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 a 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. Students who elect this course should not only be highly self-motivated and have an interest in language, writing, and current world events, but should also expect a rigorous academic experience, one intended to parallel a college English class. *Students must complete the required summer reading before 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 subtextual 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 requirements 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 11th-grade skills. 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, 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.

1580-C **Writer's Playlist: Poetry and Lyrics** **2.5 credits**
In this course, students will explore the art of songwriting through the lens of literary analysis. We will examine lyrics from a wide range of musical genres—rock, hip-hop, country, pop, and beyond. We'll treat these lyrics as literary texts, analyzing how they convey emotion, tell stories, and address social and personal themes. Students will also discuss the role of music in shaping culture, and craft their own lyrical compositions. This course invites students to discover the deep connections between music and literature, expanding their appreciation for both. This senior credit course fulfills the **writing** course requirement.

1581-C **Capstone Seminar** **2.5 credits**
In this capstone course, students will explore a personal area of interest through the creation of an independent passion project. The course emphasizes self-directed learning, creativity, and critical thinking as displayed through various writing styles. Students will be required to log their time spent on the project, conduct in-depth research related to their topic, and reflect on their process. The final project will culminate in a formal presentation, showcasing their work and the insights gained. This course encourages students to apply their English studies skills in research, oral and written communication, and analysis to a project that inspires them. This senior credit course fulfills the **writing** course requirement.

Literature Focused Courses:

1512-C **Whodunnit?: Mystery/Thriller Fiction** **2.5 credits**
In this course, students will explore the mystery/thriller genre by analyzing both classic (Agatha Christie & Conan Doyle) and contemporary texts (current authors dominating the genre) and consider how the genre has evolved over time. We will unpack the structure and major components of a mystery/thriller text (i.e., victim, suspects, sleuth, red herrings, etc.) and examine popular subcategories of the genre (i.e., crime mystery, detective/Sherlockian mystery, psychological, murder, thriller, supernatural, etc.). Students will focus on how authors create suspense, tension, conflict, unreliable narration, foreshadowing, etc. This course will focus on the genre of mystery through the written mediums of short stories, and full-length novels, and also audio-visual formats like film/podcasts. 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 activities such as close reading, Socratic seminars, book talks, 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.

1515-C **Science Fiction** **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 and classic Sci-Fi films and literature by such masters of the genre as Asimov, Bradbury, Cameron, and many more. Seniors will build upon the analytical and argumentative skills they have learned in previous ELA courses. Students will continue developing their writing, and analytical skills and dip into creative writing. *This course runs on even graduation years.* This senior credit course fulfills the **literature** course requirement.

1516-C **Horror** **2.5 credits**
What scares you? This course allows students to delve into the darkest corners of their anxieties to examine how our favorite scary stories really represent aspects of our psyche. Students will also explore how horror is a reflection of society. The class will examine how famous horror titles metaphorically represent aspects of history and current events. Throughout the course, students will be exposed to such horror tropes as ghosts, demons, monsters, and—most frighteningly—examining how these spooky apparitions represent aspects of ourselves. Students taking this class should be prepared to view frightening content, including, but not limited to, violence, disturbing imagery, intense situations, and gore. **WARNING:** This class is not for the faint of heart! *This course runs on odd graduation years.* 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.*

1574-C Journalism II Elective 2.5 credits
This course, open to students in **grades 10-12**, 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. *You may take this course more than once. Prerequisite: Journalism I.*

1675-C Altruism & Love through Literature 2.5 credits
This course, for **grades 10-12**, approaches altruism through the lens of self-love. The bedrock of our curriculum is built on one essential idea: *You can't love the world if you can't love yourself.* Through discussion of literature that reflects our collective and individual relationship with vulnerability, students will explore love and altruism as well as the impacts these concepts have on one's ability to cultivate connections in their lives and in their communities. The course will include the use of readings, films, activities, and wellness practices (such as meditation and journaling) as a means towards introspection. *This course will only run on even graduation years.* **This course does not fulfill an English requirement.** *You may take this course only once.*

1677-C/1677-H Graphic Novels 2.5 credits
This introduction to graphic novels and comics is an elective course for **grades 9-12**. Using Scott McCloud's *Understanding Comics* as a background for our study, students will examine how graphic novels fuse different types of literacy to effectively communicate complex ideas. Graphic novels provide spaces for fictional and nonfictional narratives as well as universal themes and ideas. We will read a variety of texts together as well as independently; to be successful in this class, students must be self-starters and independently motivated. An interest in visual arts is encouraged but not required. Texts studied may include: *Through the Woods*, *Anya's Ghost*, *Hey Kiddo*, and *Speak*. This elective course is available for honors credit. Students seeking the honors

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 not take this course more than twice.*

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 English Language Education (ELE) Department provides English language development to English Learners (ELs) 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 recommends Level 1 and 2 students receive 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.

SHS Initial ESL Course Placement Recommendation Guidance

- Initial ESL course placement should be determined by the most recent (within ~1 year) assessment results and years in ESL Program. WIDA MODEL will **ONLY** be given to students who come to SPS already identified as an EL from another district **and** whose ACCESS Scores are >1 year old.

- The following ELP score criteria is for **Initial placement ONLY**. Students are meant to take ESL Newcomer or Beginner courses for one year only; however, Intermediate and Advanced ESL courses could be taken more than once depending on ELP level with approval of the EL Director.
- EL students must be in ESL Intermediate if they are to take ELA 9 or 10 too. If it is determined that a lower level Intermediate student cannot take ELA 9 or 10, then he/she/they should take ESL Intermediate in conjunction with an ESL elective or lab.

Course	WIDA Screener Score Initial Placement
ESL Newcomer	1.0-1.5
ESL Beginner	2.0-2.5
ESL Intermediate	3.0-3.5
ESL Advanced	4.0
ESL Conversation	>2.5 Oral Score
ESL Lab	Any proficiency level
Financial Literacy	Juniors and Seniors, especially those with OPL < 3.0
ESL Literacy	>3.0

Course	ACCESS Score Initial Placement <i>Give WIDA MODEL if ELP Level is in question</i>
ESL Newcomer	1.0-1.5 and teacher recommendation
ESL Beginner	1.6-2.5
ESL Intermediate	2.6-3.2
ESL Advanced	3.3-4.2
ELL Lab	Any proficiency level
ESL Conversation	>2.0 Oral Score
ESL Financial Literacy	Juniors and Seniors, especially those with OPL < 3.0
ESL Literacy	>3.0

1810-U

ESL Newcomer

10 credits

This foundational language course is designed to equip English Learners who are beginning their language acquisition of English for success across all four language domains: listening, reading, speaking, and writing through authentic topics. It begins with an introduction to the language of school and academics and prioritizes building vocabulary, engaging in everyday conversations, and understanding simple sentences. Students will begin to recognize and use language that aligns with the WIDA standards at their proficiency level. By the end

1863-U**ESL History****5 credits**

ESL History is designed for students who are at the preliminary stages of language acquisition. The course prioritizes the WIDA Standards of the Language of History. Students learn historical concepts while strengthening their language development within the content. This course fulfills credit requirements in the History/Social Sciences category.

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

Grade	Course	Prerequisite	Length	Credit
9-12	Beginner Band	None	Year	5
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	Concert Chorus	Teacher recommendation	Year	5
9-12	Treble Chorale	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

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
9-12	Jazz, Rock & Rap	None	Semester	2.5
10-12	Music Theory	Teacher recommendation	Semester	2.5
10-12	Advanced Topics in Music	Teacher recommendation	Semester	2.5

Instrumental and Choral Performance Ensembles

7510-C Beginner Band 5 credits

Beginner Band is an ensemble for students who have no experience playing a band instrument *or* very limited experience playing a band instrument. Students will either rent-to-own a beginner band instrument (flute, clarinet, alto saxophone, trumpet, trombone, or bell kit), or borrow an instrument from the school inventory (availability of inventory will limit students' choice of what type of instruments they can borrow). Emphasis will be on developing rudimentary instrumental skills: proper care of the instrument, breathing and playing position, fingerings, embouchure formation, playing in time, and learning to read music notation. Students in the band are expected to perform in two concerts during the year: one in the winter time and one in the spring time. Note: This is a *performance-based* course in which students regularly play instruments. *Prerequisite: None*

7514-C Concert Band 5 credits

Concert Band is an ensemble for students who have progressed through the middle school band program and are now ready to develop instrumental music techniques at the high school level. Performance, individual skill development, and musicality are stressed throughout the program. Students in the band are expected to

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

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)

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

7694-C **Guitar** **2.5 credits**
This course is designed for students with very little to no experience playing the guitar. Students will develop proper playing techniques and reading skills for playing the guitar for personal enjoyment. Students will play guitar in a variety of genres and will gain a better understanding of the history of guitar through performance. 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, and Fine Crafts I 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.

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 a teacher recommendation. Photography III, Studio Art and Fine Crafts III may be elected more than once 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

Art Elective Courses – Electives have prerequisites and may require a teacher recommendation.

Grade	Course	Prerequisite	Length	Credit
10-12	Buddies Art	Teacher Recommendation Only	Semester	2.5
10-12	Fine Crafts II	Fine Crafts I	Semester	2.5
910-12	Photography II	Photography I	Semester	2.5
910-12	Drawing II	Drawing & Painting I	Semester	2.5
910-12	Painting II	Drawing & Painting I	Semester	2.5
10-12	Fine Crafts III	Teacher recommendation	Semester	2.5
10-12	Drawing III	Drawing & Painting II, Drawing II	Semester	2.5
10-12	Painting III	Drawing & Painting II, Painting II	Semester	2.5
10-12	Photography III	Photography II or Teacher recommendation	Semester	2.5
11-12	Studio Art	Teacher recommendation	Semester	2.5
11-12	Studio Art	Teacher recommendation	Full Year	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 bookmaking and binding, wooden sculptures, batik, tile and paper mosaics, basket weaving, jewelry making, printmaking and ceramics. This is a foundation course for further study in the visual arts.

7014-C **Drawing & Painting I (Grades 9 – 12)** **2.5 credits**
This is a semester-long foundation course designed for students to explore their drawing and painting skills. The class is centered on drawing from observation, color theory, how the seven elements of art play a role in art making, and art history. We will work mostly in pencil and use a variety of other mediums throughout the semester including colored pencils, sharpies, acrylic paint, and more.

Prerequisite: None

7168-C **Photography I (Grades 9-12)** **2.5 credits**
Introduction to Photography will introduce students to basic functions of the camera and to the components of exposure. You will learn the essentials of capturing, organizing, editing, manipulating, and sharing images made using digital cameras and digital imaging software. Additionally, there will be an introduction to analog photography. We will shoot and develop film, make prints in the darkroom, and explore the history of photography with a hands-on approach. Topics like “Depth of Field” and “Point of View” will allow us to identify and use the Principles and Elements of design as they relate to photography. You will be introduced to both Adobe Bridge and Photoshop. Presentation of your work, written reflection on your process and participation in critiques are all required. This is a foundation course for further study in Photography.

Prerequisite: None

Art Elective Courses

7000-C **Buddies Art Mentor (Grades 10-12)** **2.5 credits**
Students enrolled in this course will collaborate in a one-on-one format with Buddies Art students. The student mentor will assist in a variety of problem-solving projects and will assist in using media and techniques that are presented in the Fine Crafts class. Buddies Art Mentors will also assist in research that may be relevant to work produced as well as help direct Buddies to find their own personal style. Student Mentors will also be responsible for completing projects of their own with their Buddies help. Student mentors will be assessed in their efforts in class participation, willingness to help their Buddy, and projects created.

Prerequisite: Teacher Recommendation Only

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

Prerequisite: Fine Crafts I

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

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. Focus alternates in a 3-year rotation:

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.

Paper will be offered in 2026-2027 and will focus on various bookbinding methods, paper making, origami, quilling, collaging and artists books.

Relief/Space will be offered in 2027-2028 and will focus on 3D crafts including ceramic hand-building methods, carving techniques, and printmaking.

Prerequisite: Teacher recommendation

7054-C Painting II (Grades 10 – 12) 2.5 credits

This semester-long foundation course is a continuation of regimens established in Drawing and Painting I, but will focus on the expansion of painting technique, specifically image preparation, advanced color theory, color grouping, and color mixing. This course may be selected as early as the second semester of freshman year.

Prerequisite: Drawing and Painting I

7055-C Drawing II (Grades 10 – 12) 2.5 credits

This semester-long foundation course is a continuation of concepts and practices established in Drawing & Painting 1, but will focus on the expansion of drawing skills (2 & 3 Point perspective, figures, and portraiture), material exploration (colored pencil, pastel, charcoal) and drawing techniques. This course may be selected as early as the second semester of freshman year.

Prerequisite: Drawing and Painting 1

7056-C Painting III (Grades 10 – 12) 2.5 credits

This course may be selected as early as the first semester of sophomore year. We will be exploring representation and 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

7057-C Drawing III (Grades 10 – 12) 2.5 credits

This course may be selected as early as the first semester of sophomore year. We will be exploring representation and 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

7169-C **Photography II (Grades 10-12)** **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

7170-C **Photography III (Grades 10-12)** **2.5 credits**
This course may be taken as early as sophomore year and the focus will be on forming a reflective practice with regard to photography, its contemporary context in art, and its relationship to the digital age in which we live. Students can choose to explore advanced digital or analog approaches, or a combination of both. Topics may include time-lapse photography, photo essays, and a thematic approach to building or refining a cohesive group of work that leads to solidifying your artistic voice. Students can take Digital Photo III more than once.
Prerequisite: Photography II or Teacher recommendation

7022-H **Studio Art (Grades 11-12)** **2.5 credits**
7024-H **Studio Art (Grades 11-12)** **5 credits**
Studio Art may be taken as a semester (2.5 credits) or full-year course (5 credits). This course is a honors-level capstone visual art course that can be taken multiple times for credit. Open, thematic, and choice-based assignments will elevate students' skills of idea generation and self-initiated research. Possible mediums include drawing, painting, mixed media, illustration, digital art, animation, and time-based or video art. The continued development of good studio habits will be a priority, as will the reflection on contemporary artistic practices. For students preparing to attend art school, emphasis will be put on developing portfolios and artist statements for college submissions. College admissions representatives will occasionally visit the class to talk with students about undergraduate arts programs.
Prerequisite: Teacher recommendation

Drama

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

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

Grade	Course	Prerequisite	Length	Credit
9-12	Introduction to Acting	None	Semester	2.5
9-12	Introduction to Technical Theatre	None	Semester	2.5
9-12	Theatre for Social Change <i>(not offered 2024-2025, will be offered 2025-2026)</i>	Introduction to Theatre Arts, Introduction to Acting, or Teacher Recommendation	Semester	2.5
9-12	Improvisation & Sketch Comedy <i>(not offered 2025-2026, will be offered 2026-2027)</i>	Introduction to Theatre Arts, Introduction to Acting, or Teacher Recommendation	Semester	2.5
9-12	From Page to Stage	Introduction to Theatre Arts, Introduction to Acting, Introduction to Technical Theatre, or Teacher Recommendation	Semester	2.5
10-12	Theatre Production Lab <i>(not offered 2024-2025, will be offered 2025-2026)</i>	Teacher Recommendation	Full Year	5
10-12	Advanced Acting Studio <i>(not offered 2025-2026, will be offered 2026-2027)</i>	Teacher Recommendation	Full Year	5
10-12	Musical Theatre Workshop	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

7812-C Acting for Stage & Screen 2.5 credits
Acting for Stage and Screen is designed to give the student actor the opportunity to explore and deepen their understanding of the acting process through modern realistic dramatic literature and to continue his/her development of a method for building an honest and believable character, whether it be from live performance or on film. The class will explore the craft and various methods used by contemporary actors and provide students with techniques to identify and free their performance energy with a foundation on relaxation and authenticity. Work will include the study and analysis of diverse playwrights and offers students an opportunity to explore a range of stage and camera skills and acting techniques and apply them in various projects. Previous acting experience suggested but not required.

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

7809-C Theatre for Social Change 2.5 credits
(not offered 2025-2026, will be offered 2026-2027)
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

7803-C Improvisation & Sketch Comedy 2.5 credits
(not offered 2025-2026, will be offered 2027-2028)
Improv is an intermediate level drama class focused on building ensemble techniques necessary for the creation of non-scripted, original improvisational theatre. In class training focuses on the skills and knowledge of the two main forms of improvisational theater: short form improvisation and long form improvisation. Basic tenets of acting will be examined including: active listening, character, status, making your scene partner look good and "yes, and". The class will train as an improv troupe and work to use humor to engage with the world around them, creating scene work inspired by current events and personalities in the news. The class will create an improv show to be performed at Stoughton High School at the end of the semester. 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, Introduction to Technical Theatre, or Teacher recommendation

HEALTH/PHYSICAL EDUCATION

The goal of the Health/Physical Education program is to introduce students to the benefits of an active lifestyle and to help students develop the necessary skills and knowledge to remain active throughout their lives. Students will be introduced to a variety of fitness options including, but not limited to: team and individual sports, fitness, dance and recreational activities. All students will take part in physical education each year unless excused by a physician.

Grade 9 and 10 Wellness

8000-C Grade 9 Wellness 5 credits

All freshmen will be enrolled into Wellness. This will be a full year course, specifically three terms of Physical Education and a term of Health Education. 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. Health Related Fitness is emphasized throughout the program. Students must participate in proper athletic attire during the physical education to successfully complete the class. Our Health portion of our Wellness class, includes a variety of topics relevant to the growth and needs of a maturing high school student. 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.

8001-C Grade 10 Wellness 5 credits

All sophomores will be enrolled into Wellness. This will be a full year course, specifically three terms of Physical Education and a term of Health Education. 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. Health Related Fitness is emphasized throughout the PE portion of the program. Students must participate in proper athletic attire during the physical education to successfully complete the class. Our Health portion of our Wellness course includes physical activity through muscular development and fitness, substance abuse, and finally personal nutrition and food energy trends. Students will learn to differentiate between healthful and harmful behaviors and to recognize the effects of the behaviors they choose.

Grade 11 & 12 Electives

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

8011-C Alternative Fitness 2.5 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.

8012-C Competitive Games 2.5 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.

8013-C Lifetime Activities 2.5 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.

8014-C Personal Safety and Conditioning 2.5 credits

By participating in the Personal Safety & Defense course, students will develop the physical, mental, and emotional skills needed to keep themselves safe. Students will develop the physical skills needed to properly evade an assailant and stop an attack from occurring. In addition, students will develop a greater awareness for potentially dangerous situations and strategies to avoid conflict. The basis of this course is not to initiate confrontation, simply to diffuse a situation prior to it occurring. Proper techniques for striking and kicking will be the backbone of this class, along with full body conditioning, and basic self-defense techniques that could be used against the more common types of attacks seen today. Mentally, by learning how to defend themselves, students will increase their self-esteem and boost their confidence, as well as develop the mental awareness to avoid people or places that could be dangerous.

8015-C Strength and Conditioning 2.5 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.

8016-C Unified Physical Education 2.5 credits

This course is open to juniors and seniors. Students must receive permission from the physical education staff as well as the Special Education Department to elect this course. Under the supervision of the physical education department, students of all abilities will participate in developmentally appropriate activities including lifetime activities, physical fitness and sports. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

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 High Honors 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.*

54033-C (Eng) AND 54043-C (HSS) American Studies 10 credits
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 in the course include presidential decisions, media coverage, military strategy, the counterculture, and the Civil Rights movement, Women in Vietnam, post war issues and veteran affairs.
- 5683-C Current Events 2.5 credits**
The current issues facing America and the world will be analyzed using a variety of sources including the Internet. The political, economic and social causes of each issue will be studied, and possible solutions or alternatives will be discussed. Methods utilized include guest speakers, films, debate and online assignments. Effective discussion and writing based on objectivity, clarity and impartiality will be emphasized. This course will provide the student an opportunity to evaluate the media to develop an awareness of today's world.
- 5593-C Religions of the World 2.5 credits**
This course introduces religions of the world as a topic for academic study. Judaism, Christianity, Islam, Hinduism, Buddhism and indigenous religions will be examined in both historic context and modern practice. In addition to studying religions of the past, we will explore the effect of religion on American society. Our society is becoming more and more religiously diverse. How will this growing pluralism shape our future as a nation? In a society with the separation of religion and state, does religious belief affect our laws? In addition to studying the principles of each religion, students will explore the topic through film, art and celebrations.
- 5534-C The Holocaust and the Resistance Movements 2.5 credits**
Students will explore the range of choices that led to the failure of democracy in Germany and ultimately the murder of millions of Jews and other targeted groups during the Holocaust. This course will investigate the

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.

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

2110-C Foundations of Algebra 5 credits
Foundations of Algebra is an introductory mathematics course designed to build foundational skills and concepts that are essential for success in Algebra and beyond. The course covers a variety of topics that emphasize both arithmetic operations and the understanding of basic algebraic principles. Students will learn to work with whole numbers, fractions, decimals, and percentages, as well as explore concepts such as ratios, proportions, integers, graphing on the coordinate plane, and the fundamentals of solving equations. The course aims to help students develop critical thinking and problem-solving skills while fostering a deeper understanding of mathematical relationships. By the end of the course, students will be prepared to tackle more advanced algebraic concepts and have a solid mathematical foundation for high school-level mathematics. *Prerequisite: this course is only for 9th grade students, Teacher Recommendation*

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.

2117-C Integrated Algebra 1/Geometry 5 credits
This course is designed to give students an overview of Geometry and reinforce their Algebra skills. The course covers units on polynomial functions and operations, linear functions, parallel lines and transversals, quadratic functions, transformations of geometric structures, and solid geometry. Students are given chances to reinforce their Algebra skills in a variety of ways throughout the year. There is an emphasis placed on students' developing their organizational skills further. This course will also help to prepare students for the math MCAS. *Prerequisite: Completion of Algebra I or Foundations of Algebra or equivalent course and teacher recommendation. Students who enroll in this course must enroll in Integrated Geometry/Algebra II the following year.*

2212-H Geometry Honors 5 credits
This course covers such topics as reasoning and proof, congruence and similarity, coordinate geometry and transformations, solids, and circles and other conic sections. Algebra, counting techniques, and probability will be integrated throughout the course. Students will be given opportunities to deepen their explanations of geometric relationships in a variety of ways. Students will be expected to keep a fast pace in order to study matrices and vectors and other Algebra II topics not covered in the college Geometry course. *Prerequisite: Grade 8 Teacher Recommendation*

2119-C Integrated Geometry/Algebra 2 5 credits
This course is designed to build upon students' knowledge of Geometry and reinforce their Algebra skills while introducing Algebra 2 topics. This course covers units on transformations of two-dimensional figures, radical functions, congruent figures & coordinate geometry, similar figures, right triangles & trigonometry, exponential and logarithmic functions. There is an emphasis on furthering student's organizational skills. This course will

Upper Level Courses and Math Electives

2511-C Exploring Computer Science 2.5 credits
In this semester course, students will dive into the world of coding through Python, exploring fundamental concepts in programming, problem-solving, and computer science. Designed as an introductory course, it requires no prior experience with computers or coding. Students will gain hands-on experience writing Python code, developing a strong foundation in logical thinking, and building problem-solving skills applicable to all areas of computer science. This course is perfect for those considering AP Computer Science in the future and is open to all high school students at any grade level. 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. *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. Series and sequences, trigonometry, functions, and limits are a sampling of topics covered. Data analysis and modeling will be integrated throughout the course. Problem solving techniques, including graphing calculator techniques, will be stressed. *Prerequisite: Algebra II (2313-C or 2333-C) and Teacher Recommendation.*

25234-C SAT Review 2.5 credits
Students in grades 10 and 11 electing this course will learn techniques that will better enable them to prepare for the SAT. The SAT Review Course provides comprehensive preparation for all sections of the SAT: Reading, Writing and Language, Math, and the optional Essay. This course is designed to help students build the knowledge, test-taking strategies, and confidence necessary to achieve their best scores. This course does not fulfill a mathematics requirement. *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.*

2527-C **Intro to 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.*

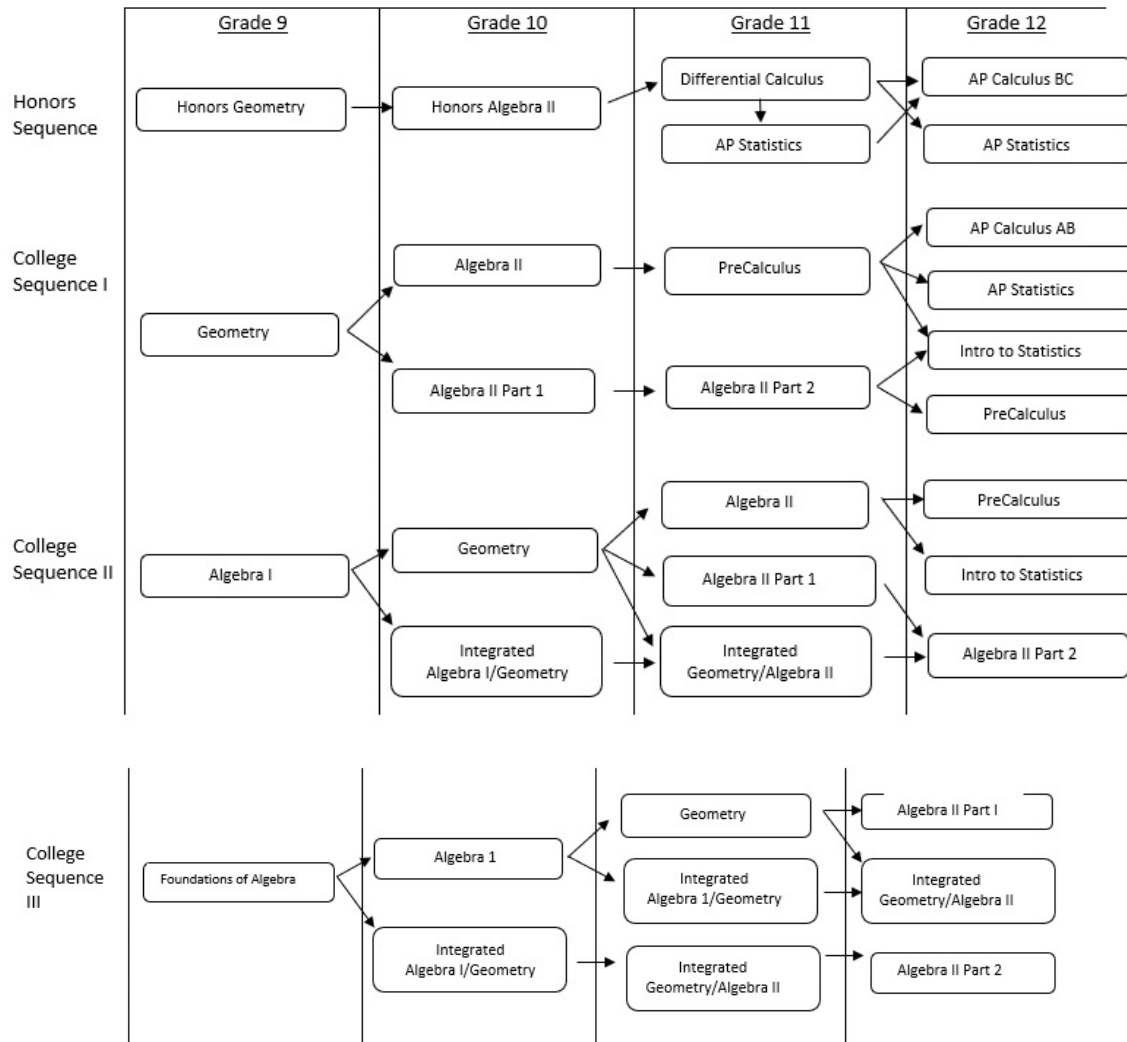
2712-AP **AP Computer Science Principles** **5 credits**
AP Computer Science Principles is an introductory college-level course that introduces students to the breadth of the field of computer science. Students will learn to design and evaluate solutions and apply computer science to solve problems through 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: 80 or better in Algebra 1 or Exploring Computer Science Prerequisite: Algebra 1 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: Students should have either completed AP Computer Science Principles or have a teacher recommendation. Please read “To Prospective AP Students”, (page 13) before selecting this course.*

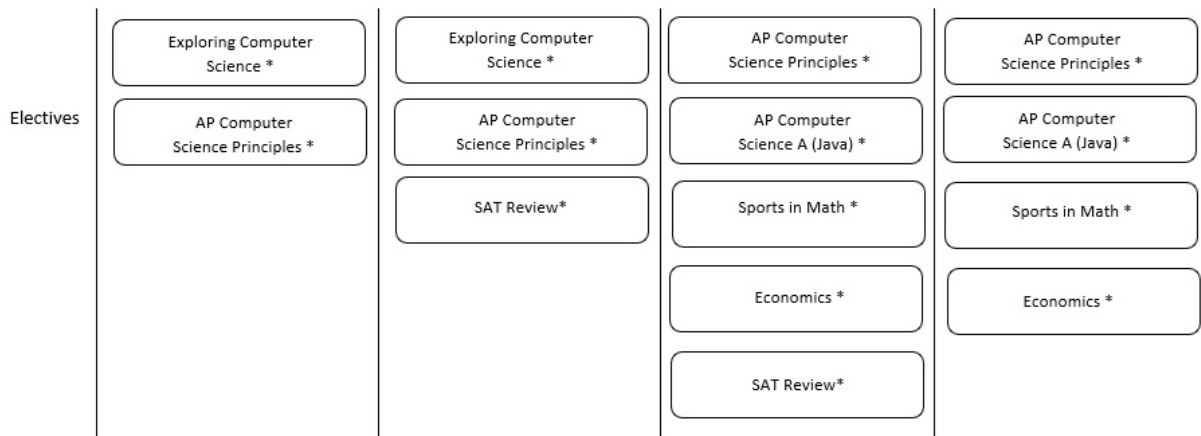
The chart on the next page helps to illustrate the order of the math classes. Please understand it is not as linear as it seems. For example, a student can choose to take Geometry at the same time as Algebra 1 or Algebra 2 or Algebra 2 Part 1. A student could also choose to take an elective math class 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

Math Department Course Sequences



The * indicates that the math course should be taken concurrently with another math course. Please read the course descriptions or speak with your current math teacher for the prerequisites to know which courses should be taken.



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.

Level	Grade 9	Grade 10	Grade 11	Grade 12
College	Biology	Chemistry Engineering Forensics Astronomy (SEM) Oceanography (SEM) Robotics I (SEM) Anatomy (SEM)	Physics Chemistry Engineering Forensics Astronomy (SEM) Oceanography (SEM) Robotics I (SEM) Robotics II (SEM) Anatomy (SEM) Ethics (SEM) Woodworking (SEM) CAD/CAM (SEM)	Physics Chemistry Engineering Forensics Astronomy (SEM) Oceanography (SEM) Robotics (SEM) Robotics II (SEM) Anatomy (SEM) Ethics (SEM) Woodworking (SEM) CAD/CAM (SEM)
Honors	Honors Biology	Honors Chemistry Honors Engineering Honors Robotics I (SEM)	Honors Chemistry Honors Engineering Honors Physics Honors Physiology Honors Biotechnology Honors Robotics I (SEM) Honors Ethics (SEM)	Honors Chemistry Honors Engineering Honors Physics Honors Physiology Honors Biotechnology Honors Robotics I (SEM) Honors Ethics (SEM)
AP		AP Environmental Science	AP Chemistry AP Biology AP Physics AP Environmental Science	AP Chemistry AP Biology AP Physics AP Environmental Science

Grade 9

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. All students in this course will complete the Biology MCAS in June.

32136-H Honors 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. All students in this course will complete the Biology MCAS in June.

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. This course uses the flipped classroom model. *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.

32136-H Honors 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

33314-H **Honors 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 in Honors Biology or A in College Biology and at least a B in 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: product design, mechanics, thermal and fluid systems, structural 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 and manufacturing (CAD/CAM). Emphasis will be placed on the practical aspects of science as most topics are studied through the development of such design projects as wood organizers, building design and green energy sources, robot arms, boats, planes and electronic gadgets. Reporting on engineering-based science projects is a required component of this course.
*Students who have successfully completed **Engineering Design 37522-H** are not eligible to take this course.*

37534-H **Honors 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: product design, mechanics, thermal and fluid systems, structural 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 and manufacturing (CAD/CAM). 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 multi-step word problems and spreadsheet analysis. Most topics are studied through the development of such design projects as wood organizers, building design and green energy

sources, robot arms, boats, planes and electronic gadgets. Reporting on engineering-based science projects is a required component of this course.

*Prerequisite: Teacher recommendation Students who have successfully completed **Engineering Design 37533-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

Grade 10, 11, 12 - 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!).

Prerequisites: Successful completion of Biology.

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 Oceanography

2.5 credits

This course involves the study of both the physical and biological aspects of oceanography. The student will first investigate physical oceanography topics such as the structure of the earth and the sea floor, the physics and chemistry of the oceans, atmospheric wind and ocean circulation, waves, currents, and tides. During the second half of the course, focus will turn to biological aspects of oceanography including the study of marine animals, food webs, ecological concepts, and environmental concerns.

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.

Grades 11, 12 – 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 Honors Algebra II with Trigonometry, and teacher recommendation

34111-AP Advanced Placement 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 consists of the following classical physics topics: kinematics, Force and Translational Dynamics, Work Energy and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, Oscillations and Fluids. 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.

33215-H Honors 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

34132-H Honors 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: Geometry with a B or better or 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

35133-H Honors 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

Grades 11, 12 - Semester Courses

37535-C CAD/CAM

2.5 credits

Computer-aided design (CAD) and Computer-aided manufacturing (CAM): This is an introductory semester course for students interested in design or engineering. Students will create 2D and 3D models while learning the principles of good design. Building from 2D drawing techniques, students will use computer-aided design software to replicate and build on their designs. A series of open-ended, project based tasks will help students to develop brainstorming, problem-solving and spatial reasoning skills.

Prerequisite: Teacher Recommendation

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 of a lab science.**

37540-C Woodworking Product R & D

2.5 credits

This semester course is designed to serve creative students in grades 10-12 who have a willingness to work with tools and benefit from opportunities to choose projects and make them with wood and other materials. Typical past students have made mechanical toys, musical instruments, electronic gadgets, furniture, and games.

Prerequisite: Teacher recommendation

SCHOOL COUNSELING /COLLEGE & CAREER CENTER

1055-C Career Awareness and Exploration (Offered Semester 1)

2.5 credits

Career Awareness and Exploration is designed to assist grade 9-11 students in making an informed decision when determining their career path. This course offers opportunities for self-evaluation, career research, employability skills development, and post-secondary planning. Students will gain knowledge of the sixteen

career industries, labor market information and trends, and the requirements and pathways to advance to the desired field. Through a series of occupational and exploratory activities, students will clarify their interests, strengths, personality, and how they align with the world of work. Career forums featuring professionals from various occupations and an individualized job shadowing project will be included. Students will create a personalized success plan. My Career and Academic Plan (MYCAP) will be the tool utilized to guide, organize, and record progress towards post-secondary goals.

1056-C Career Readiness and Immersion (Offered Semester 2) 2.5 credits
This course is designed for eligible grade 12 students to gain exposure to essential workplace and employability skills. Students will obtain the OSHA 10-hour Industry credential and employability skills certifications, complete a relevant professional resume, practice interviewing skills, learn about current labor market information (LMI), and create a LinkedIn account. MYCAP (My Career and Academic Plan) will be the tool that drives students to plan their internship experience. The internship will provide work-based experiential learning in a field that is relevant to the student’s career interests and goals. Work-based learning is designed to help students gain work experience, build skills, and explore career options. The work site experience is structured by the Massachusetts Work-Based Learning Plan that provides a performance evaluation. Weekly reflections and a culminating capstone project will demonstrate the student’s achievement of workplace skills and understanding of the industry. *Semester 2 Internship Required*

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-oriented 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.

1029-U

Academic Lab

5 credits

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

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 and speaking practice, readings, role-playing, projects, films and interactive technologies.

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 (Offered 2026-7)

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 (Offered 2025-6)

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

4133-C/4132-H French III**5 credits**

French III incorporates a review of grammatical and conversational basics with the introduction of more complex structures. More formal reading, writing, oral expression and taped laboratory selections provide a sound basis for advanced study.

Prerequisite: French II or Director's approval.

4143-C/4142-H French IV**5 credits**

French IV deepens the appreciation of French culture through the study of literary excerpts, short stories, and textbook sections, as well as classic and modern francophone films and songs. Students also increase their knowledge of the history, geography and culture of the various countries where French is spoken. The course focuses on reviewing and refining grammar concepts introduced in French I, II, and III. Students improve their French writing, reading, speaking, listening skills.

Prerequisite: French III or Director's approval.

4153-C/4152-H French V**5 credits**

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

Prerequisite: French IV or Director's approval.

4151-AP Advanced Placement French**5 credits**

This course is for students who already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking and writing. Usually, the students in this course are in the final stages of their high school training and have had substantial coursework in French. Emphasizing the use of French for active communication, the course encompasses aural/oral skills, reading comprehension, grammar and composition. The course objectives are for students to continue to develop the ability to understand spoken French in various contexts; to increase their French vocabulary sufficiently for reading newspaper magazine articles, literary texts and other non-technical writings; and to increase their ability to express themselves with reasonable fluency and accuracy in both written and spoken French. Course content is varied and includes the arts, current events and literature. A variety of materials, audio, video, films, newspapers, magazines and the Internet are used to develop the four language skills. Students are selected for this course based upon grades earned in previous French courses and their French teacher's recommendation. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 13) before selecting this course.*

Classical Studies

4213-C Latin I 5 credits
Latin I introduces students to the basics of the Latin language and ancient Roman culture via the Ecce Romani textbook series. By reading stories in Latin about the lives of a typical Roman family, students will gain a thorough understanding of noun and verb forms, basic syntax and vocabulary.

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

4243-C/4242-H Advanced Latin Prose (Offered 2026-2027) 5 credits
In Advanced Latin Prose, 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 2025-2026) 5 credits
In Advanced Latin Poetry, 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.

4240-C Introduction to Classical Greek 5 Credits
Introduction to Classical Greek will provide students with the basics of Attic Greek as well as an exploration of Athenian culture via the Athenaze textbook series. By reading stories in Greek about the lives of a typical Greek family, students will gain a thorough understanding of Classical Greek morphology, syntax and vocabulary.
Prerequisite: Completion of Latin III or Director's Approval

Portuguese Studies

Students who are fluent in Portuguese should elect Portuguese Courses at level III and higher at the Honors Level.

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/4334-H 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 II or Director's approval.

4328-C Portuguese for Heritage Language Learners I 5 credits

Not offered in 2025-2026

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

Not offered in 2025-2026

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

Students who are fluent in Spanish should elect Spanish Courses at level III and higher at the Honors Level.

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 opinions. They will continue to study the diverse cultures and traditions of Spanish speaking countries. The course is conducted primarily in Spanish.

Prerequisite: Spanish III or Director's approval.

4353-C/4352-H Spanish V 5 credits

Spanish V students continue to develop listening, speaking, reading and writing skills in order to achieve a more advanced proficiency level. Students increase their knowledge of the diverse history, geography, and cultures of Spanish speaking countries. They read short stories and poems for a greater appreciation of literature. Students use a wide variety of authentic video, audio, print, and Internet resources to gain a better mastery of the language and a better understanding of Spanish speaking countries. The course is conducted entirely in Spanish.

Prerequisite: Spanish IV or Director's approval.

4351-AP Advanced Placement Spanish 5 credits

This course is for students who already have a good command of Spanish grammar and vocabulary and have competence in listening, reading, speaking and writing. Usually, the students in this course are in the final stages of their high school training and have had substantial coursework in Spanish. Emphasizing the use of Spanish for active communication, the course encompasses aural/oral skills, reading comprehension, grammar and composition. The course objectives are for students to continue to develop the ability to understand spoken Spanish in various contexts, to increase their Spanish vocabulary sufficiently for reading authentic sources, and to increase their ability to express themselves with reasonable fluency and accuracy in both written and spoken Spanish. Course content is varied and includes the arts, current events and literature. Students are selected for this course based upon grades earned in previous Spanish courses and their Spanish teacher's recommendation. Taking the AP Exam for this course is a requirement. *Please read "To Prospective AP Students", (page 13) before selecting this course.*

ADDITIONAL OFFERINGS

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

Edgenuity

credits vary per student

These courses are 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 and monitored by the student's assigned school counselor. The school counselor will manage time on learning and academic progress of course material. Credit recovery will be granted upon completion of the prescribed course. *Students must receive approval from their assigned school counselor, parent/guardian, and building Principal.*

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

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.		