

ABINGTON HIGH SCHOOL



PROGRAM OF STUDIES 2010-2011

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**Abington High School
Program of Studies
2010-2011**

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Dear Students and Parents:

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

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

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

Sincerely,

Teresa Sullivan
Principal

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



ABINGTON HIGH SCHOOL

MISSION STATEMENT

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

ABINGTON HIGH SCHOOL STUDENTS WILL:

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

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

WORK towards mastery of course specific content.

PARTICIPATE productively in their own educational progress.

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

EXHIBIT appropriate social behavior that reflects kindness and tolerance.

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

Accreditation

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

General Guidelines for Selecting Courses

How do students decide what courses they should take during high school? A specific occupational or academic goal may largely decide their program. Since students should not be expected to have such a goal when they enter high school, a good rule to follow is: students should take the most demanding and diverse program that is appropriate for their abilities and interests. Abilities can be assessed from previous performance, teacher evaluations, tests, and student and parental perceptions of abilities. Interests may be more difficult to determine, especially in the early high school years.

Students should look at all of their remaining years in high school when planning their courses. Course selections should be taken very seriously because the courses and number of sections offered will be influenced by these selections. Students should not count on being able to change courses easily after their initial sign up.

At the high school, a guidance counselor will help students in the course selection process. Group meetings are scheduled with students to discuss curricular offerings. These sessions will hopefully enable students to elect a suitable academic program for the following school year.

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

A. General Four Year College Requirements:

1. 4 years English
2. 3 years Mathematics (2 Algebra and 1 Geometry)
3. 2 years Social Studies
4. 2 years Laboratory Science
5. 2 years World Language

B. Highly Competitive Colleges:

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

C. Two-Year Colleges and Certificate Programs:

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

Graduation Requirements

To meet the Department of Education requirements for Time and Learning and to earn a diploma from Abington High School, a student must be enrolled in a minimum of 30 credits each year. Students must earn 27 1/2 credits each year totaling 110 credits over four years. Students are required to take Physical Education every year. (This may be waived for those juniors and seniors who have scheduling conflicts and full schedules.) The total credits must include the following:

English	20 credits (including Expository Writing in grade 12)
Mathematics	15 credits
Science	15 credits
Social Studies	15 credits (including one year of U.S. History)

In order to move to the next grade and graduate on schedule, all students should meet the following standards for their respective grade levels:

The Class of 2014 should earn 5 credits in English 9 and earn a minimum total of 27 1/2 credits for the year.

The Class of 2013 should earn 5 credits in English 10, and earn a minimum total of 55 credits for the two years.

The Class of 2012 should earn 5 credits in English 11, earn a minimum total of 27 1/2 credits for the year, and earn a minimum total of 82 1/2 credits for the three years.

The Class of 2011 should earn 5 credits in English (Expository Writing required), earn a minimum total of 27 1/2 credits for the year, earn a minimum total of 110 credits for the four years and complete all the requirements listed above.

Massachusetts Competency Determination

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

Students must meet or exceed the minimum Proficient score (240 or higher) on both Grade 10 ELA and Math, or

Students must meet or exceed the minimum Needs Improvement score (220 or higher) on both ELA and Mathematics MCAS AND fulfill the requirements of an Educational Proficiency Plan (EPP) AND

Students must meet or exceed the minimum Needs Improvement score (220) on a high school science test.

The high school principal is responsible for determining whether a student has successfully fulfilled all requirements of an EPP.

Scheduling Requirements

All students are required to fulfill the following scheduling requirements:

- Freshmen are required to take Critical Thinking and Design.
- Sophomores are required to take Health.
- Seniors are required to take Expository Writing.

Evaluation System

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

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

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

Course and Level Changes

Even with careful planning, some student schedules may need to be changed. A student, parent or teacher may initiate this process. The student's guidance counselor will assist the student in facilitating the request.

To make a change, the student must first have a request for course/schedule change form completed. The student must state the course to change and the reason for the change. Teachers,

department heads and parents must also complete their parts for the request. It is the student's responsibility to have all signatures in place. The guidance counselor will review the request and will then issue the student a drop/add form to make the course change, if approved.

Drop/Add Period

For full year and semester one courses the drop/add period for course changes will begin the second week of the school year and end when grades close for first term progress reports (fifth week of school).

For semester two courses the drop/add period will begin the second week of the semester and end when grades close for term three progress reports.

Requests for changes outside these time periods must be initiated by a faculty member.

Class Rank

What is class rank?

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

What data is used to determine the rank?

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

When is it computed?

A student's class rank is computed at the end of grade 11. It is then recomputed when final grades are available in grade 12.

How is class rank computed?

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

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

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

How is class rank calculated for transfer students?

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

Weights for final grades for computation of class rank.

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

Grouping for Instruction

The most important criteria used in the assignment of pupils to classes and levels is the present teacher's recommendation.

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

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

Level Descriptions

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

When to Contact a Teacher

When a student or parent has a concern about instruction or a course, it should be shared first with the teacher. When a disagreement arises that cannot be resolved by teacher/student/parent discussion, the student or parent should share the concern with the Director. If the problem remains unresolved, the parent should then contact the principal who will review the situation.

Teacher changes are very difficult due to the necessity for balancing class enrollment and are, therefore, rarely made.

College Board Advanced Placement Courses

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

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

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

Massachusetts Dual Enrollment Program

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

Vocational Education

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

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

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

Academic Support
(2.5 or 5 credits)
#870
Grades 9 – 12

Students will learn study and organizational strategies and tools; developing skills for effective learning in the area of organization and study strategies, reading strategies, multi-step problem solving methods, and improving writing skills. Students gain understanding of their learning style and will be expected to apply these learned skills to their coursework. If applicable, this course will provide specific individual support as identified in the student's Individual Education Plan. *(By recommendation only)*

Community Service
(2.5 or 5 credits)
#884
Grades 9-12

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

Experiential Learning
(2.5 or 5 credits)
#885
Grades 11-12

This course allows students to earn credit for work experience outside the school. The course involves work for which a wage is paid to the student by a private employer. Participants must have a guaranteed job with an employer who is willing to cooperate with the guidelines of the program. An opportunity for early dismissal is provided participants to facilitate work schedules. Students must apply for and complete all necessary paperwork before entering the program. Credits will only be granted upon employer and school supervisor agreement.

Co-Op and Community Life Skills Programs
(5 credits)
#851/#852

Based on the individual needs of the students in these pre-vocational special education programs, a range of unlevleled five-credit courses (e.g., reading, mathematics, life skills including Green Wave Café and job exploration etc.) may be offered in any school year and taught by the staff assigned to this program.

Food Service Management

(5 credits)

#623

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

Independent Study

(2.5 or 5 credits)

A student may enrich his/her educational program by designing a sound proposal and enlisting the interest and support of a faculty member who will volunteer as the student's mentor and evaluator. The student must submit a written proposal to the faculty member describing the project, time involvement expected, method of research to be utilized, anticipated outcomes, and expected course credit. The proposal will be reviewed by the appropriate director and approved by the principal. Independent study is an unusual, rigorous option; proposals will be considered only under exceptional circumstances and availability of faculty mentors. Independent study proposals may not duplicate course offerings available in the Program of Studies.

Student Services Project

#187 (Semester) 1.5 credits

#188 (Full Year) 3 credits

This course is only open to students who volunteer to undertake a project rather than being placed in a Learning Center. This volunteer work is usually completed in the school, but projects outside the high school are also permitted when feasible. Volunteer work may include working in the school offices, tutoring peers, helping teachers with clerical work, lab set up, etc. Students must work under the supervision of a faculty member. The faculty member will define the nature of the work to be performed, monitor progress, check attendance, and grade the student on a pass/fail basis. Enrollment is open to students who have positive attendance, academic and behavioral records. A proposal must be completed and submitted to the Guidance office. The proposal must also be approved by the Principal before a student is enrolled in the program.

Virtual High School

#795

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

ART

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

The arts are a core subject area. *The Massachusetts Arts Curriculum Framework* (October 1999) states, "In dance, music, theatre and the visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts."

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

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

Art courses offering 2 1/2 or 5 credits can be taken for a semester or a full year. For example, Sculpture I can be taken first or second semester for 2 1/2 credits or a full year for 5 credits. All courses with the exception of Art Studio, Sculpture I and Digital Art I may be repeated for additional study and credits. Students interested in preparing an art portfolio for college admissions are recommended to take an art course each year in high school.

ART STUDIO GRADES 9-12

**600 (Full year)
602 (Semester)**

**UNLEVELED
2.5/5 CREDITS**

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

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

DRAWING AND PAINTING GRADES 9-12

601

**UNLEVELED
5 CREDITS**

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

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

**SCULPTURE I
GRADES 9-12**

**603 (Full Year)
604 (Semester)**

**UNLEVELED
2.5/5 CREDITS**

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

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

**SCULPTURE II
GRADES 10-12**

605

**UNLEVELED
5 CREDITS**

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

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

**DIGITAL ART I
GRADES 9-12**

609

**UNLEVELED
5 CREDITS**

In this course students learn to see and explore their ideas and environment through the study of art and technology by creating original digital images and graphic designs. A variety of tools will be utilized including the computer, scanner, digital camera, color printer and a range of software and the Internet. The course emphasizes the artistic and technical aspects of recording and making images and the creative application of the visual art language and image manipulation. A variety of open-ended themes will be studied along with artists from the past and present as they relate to each project. Picture taking projects are given as classroom and home assignments. Students are required to own or have access to a high resolution digital camera (4 mega pixels or larger) and rechargeable camera batteries to elect this course.

(Incoming freshmen must have the consent of the Junior High Art Instructor.)

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

**DIGITAL ART II
GRADES 10-12**

610

**UNLEVELED
5 CREDITS**

This course will emphasize the artistic and technical knowledge acquired in Digital Art I along with experimentation and exploration of new visual content, techniques and technologies including digital video. Students are expected to develop more self-direction, individual interests and technical control through the personal interpretation of photographic and art making assignments. Visual art content, compositional considerations and image quality will be discussed during individual and class critiques. Visual art of the past and present will be studied as it relates to each art making assignment. *Prerequisite: Successful completion of Digital Art I with a grade of at least 85 or permission from the high school art teacher.*

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

DIGITAL DESIGN **611** **UNLEVELED**
GRADES 9-12 **5 CREDITS**

This course explores the art of digital design, graphics, typography, illustration, web page design and photography. The projects in this course will emphasize visual communication and creative design using the visual art language, technology and the world of ideas. High quality examples of the commercial arts from many cultures of the past and present will be studied in this course. Home assignments are given. Students are required to own or have access to a high resolution (4 mega pixels or larger) digital camera and rechargeable camera batteries to elect this course. (*Incoming freshman must have the consent of the Junior High Art Instructor.*)

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

DIGITAL ART PORTFOLIO **615** **LEVEL 1**
DEVELOPMENT **5 CREDITS**
DRAWING & PAINTING **617**
PORTFOLIO DEVELOPMENT
SCULPTURE PORTFOLIO **619**
DEVELOPMENT
GRADES 10-12

Portfolio Development courses are for students who are considering a career in art and who are preparing portfolios for college admissions. Demanding and advanced art projects are tailored for each student. These courses are designed to further develop the individual artistic thinking, exploration and vision of students in the pursuit of high quality art work. Portfolio Development distinction may be selected in Drawing and Painting, Digital Art II and Sculpture II.

Prerequisite: Successful completion of an art course the previous year and a recommendation by the high school art teacher.

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

ADVANCED PLACEMENT **612** **AP**
STUDIO ART **5 CREDITS**
GRADE 12

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

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

**INDEPENDENT STUDY
IN ART**

607

**UNLEVELED
2.5 CREDITS**

Independent Study is for advanced and responsible students interested in projects in the visual arts not offered in other art courses. A contract is developed between the art teacher, who would volunteer as an adviser, and the student for specific guidelines and work requirements including class time and/or meeting time. This course is scheduled on an individual basis. *Prerequisite: Successful completion of an art course in a previous year and a recommendation by the high school art teacher upon portfolio review.*

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

Art Department Course Offerings

Art Department Course Offerings	Credits	Grade 9	Grade 10	Grade 11	Grade 12	Level	Course Number
Art Studio	2.5/5	*	*	*	*	Unleveled	600/602
Drawing and Painting	5	**	*	*	*	Unleveled	601
Drawing and Painting Portfolio Development	5		*	*	*	1	617
Sculpture I	2.5/5	*	*	*	*	Unleveled	603/604
Sculpture II	5		*	*	*	Unleveled	605
Sculpture Portfolio Development	5		*	*	*	1	619
Digital Art I	5	**	*	*	*	Unleveled	609
Digital Art II	5		*	*	*	Unleveled	610
Digital Design	5	**	*	*	*	Unleveled	611
Digital Art Portfolio Development	5		*	*	*	1	615
AP Studio Art	5				*	AP	612
Independent Art Study	2.5		*	*	*	Unleveled	607

**Requires consent of the Junior High Art Instructor.

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

BUSINESS

Regardless of your career plans, the Business Department offers courses that will help you fulfill many of your professional and personal goals.

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

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

The Business Department strives to help Abington High School students achieve the district mission of preparing students to become informed, skilled and responsible citizens.

ACCOUNTING I GRADES 9 -12	532 (Semester)	UNLEVELED 2.5 CREDITS
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This course will provide the foundation needed for post-secondary business programs. The course covers the fundamental principals of accounting procedures used to solve business problems and make business decisions. Topics of study include the accounting equation, journals, ledgers, worksheets, financial statements, special journals, payroll and taxes for a business set up as a sole proprietorship or partnership. This course also includes casework as well as computer lab projects.

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

ACCOUNTING II GRADES 9 – 12	533 (Semester)	UNLEVELED 2.5 CREDITS
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This course is an extension of the Accounting I course. The topics of discussion include the accounting equation, journals, ledgers, worksheets, financial statements, special journals, payroll and taxes for a business set up as a corporation. This course also includes casework as well as computer lab projects. *Prerequisite: Accounting I must be taken before registering for Accounting II.*

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

PERSONAL FINANCE AND BANKING GRADES 9 -12	543 (Semester)	UNLEVELED 2.5 CREDITS
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This course will provide the foundation to help students make sound personal financial decisions. Case analysis, career exploration, stocks, bonds, insurance, taxes, as well as current financial and economic topics will be presented.

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

**BUSINESS FINANCE
AND BANKING
GRADES 9 – 12**

544 (Semester)

**UNLEVELED
2.5 CREDITS**

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

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

**MARKETING
GRADES 9-12**

510 (Semester)

**UNLEVELED
2.5 CREDITS**

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

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

**SCHOOL TO CAREER
INTERNSHIP
GRADES 11-12**

591 (Semester)

**UNLEVELED
5 CREDITS**

Students will complete an internship in a variety of career fields such as financial services, health care, retail, public service and education. Students will need to provide their own transportation to work sites. Students will be on site four days and in class one day.

Enrollment is open to students who have positive attendance, academic and behavioral records. Recommendations will be made by guidance counselors and must receive approval of the teacher. Targeted Student Expectations (see page 4): CS, CT

**ENTREPRENEURIAL STUDIES
GRADES 9-12**

594 (Semester)

**UNLEVELED
2.5 CREDITS**

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

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

ENGLISH

English courses are designed to give students opportunity to develop the skills of reading, writing, listening and speaking in a literature-based, integrated language arts program. Our goal is to support students on their way to more effective language use and greater appreciation of the literary expression of others. Students will learn to use language to gain information, discover meaning, understand logical relationships, and make judgments through critical listening, reading and viewing; speak, write, and solve problems creatively; and communicate emotions, ideas, opinions, values, experiences, and information.

The English department acknowledges the importance of basic skills and competencies by placing them within an integrated program that recognizes and capitalizes on the connections among the language arts. All courses will continue to evolve in conformity with guidelines recommended by the Massachusetts State Frameworks for Reasoning and Thinking in the English Language Arts. The general trends in the changing nature of instruction can be described with regard to the writing process, literature study, the development of communication skills, and the encouragement of critical and divergent thinking strategies.

The English department supports the school's mission and Academic Expectation of Effective Communication in many ways. First and foremost, the faculty of the English department fosters achievement of the Academic Expectation that *all student will learn to communicate effectively in writing in every English Language Arts course, at every level.* All students read the written work of others as models of communication; they communicate their understanding of texts in writing through journals, reader's logs, note-taking, essays, exams, creative writing and research papers. Students then transfer these writing skills to the coursework for other content areas and authentic writing situations. Second, effective written communication is often supported by proficient use of technology; students word process essays, use presentation software, and seek information on the Internet and in databases. Third, through discussions and in presentations, students have the opportunity through various alternative assessments to communicate through the visual and performing arts.

The writing process will be a prominent feature of the curriculum of every grade and level, especially as state mandated testing requires that students respond in writing to open-ended questions. Good writing doesn't just happen; it is the result of work in stages over time.

Students will learn to pre-write, draft, revise, edit, publish, and reflectively self-assess written work which will include narratives, essays, and creative writing. Instruction in the writing process also includes development of the cooperative learning skills necessary for effective peer editing. On a regular basis, all students will be encouraged to examine open-ended essay questions carefully in order to form the most complete responses. Students will focus on specific issues of mechanics, content, organization and style appropriate to grade and level. Grammar topics will emerge from student papers; direct instruction in grammar will occur as needed.

The study of literature will be prominent in each English course so that students may come to understand our literary heritage and appreciate the artistry of the spoken and written word. Each student will read widely from a range of resources, including literature anthologies, novels and non-fiction. Vocabulary lessons will emerge from the context of reading rather than a separate text.

All English courses will emphasize development of the questioning and listening skills necessary for participation in discussions and lectures. It is important for students to learn to answer

questions; however, it is as important for them to learn to ask questions in order to increase their understanding.

Students who fail English 9, 10 or 11 may not take two English courses simultaneously until their senior year (i.e., the course failed and English 12.)

ENGLISH 9	011	LEVEL 1
	012	LEVEL 2
	013	LEVEL 3
		5 CREDITS

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

Targeted Student Expectations (see page 4): CW

ENGLISH 10	021	LEVEL 1
	022	LEVEL 2
	023	LEVEL 3
		5 CREDITS

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

Targeted Student Expectations (see page 4): CW

ENGLISH 11	031	LEVEL 1
	032	LEVEL 2
	033	LEVEL 3
		5 CREDITS

English 11 offers students an overview of United States literature from its indigenous and immigrant peoples through the contemporary literary scene. Students will regularly read the works of diverse American authors who reflect the ranges of experience in United States cultural history. Students will write frequently in response to a wide range of assignments, including research. They will participate in discussions, conduct oral presentations and develop interdisciplinary projects as well.

Targeted Student Expectations (see page 4): CW

**ENGLISH LANGUAGE AND
COMPOSITION
GRADE 11**

036

**ADVANCED PLACEMENT
5 CREDITS**

Prerequisites: A letter of application submitted to the Director of English by March 12, 2010, recommendation of an English teacher, a timed writing sample, and completion of an intensive summer reading project. It is mandatory to take the AP Language and Composition Examination when it is offered in order to receive AP course credit for work done during this academic year. Students who do not take the AP examination will receive level 1 credit. This course takes the place of a regularly scheduled grade 11 English course.

"An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing." --***Advanced Placement Course Description: English, The College Board (May 1997), p. 5.***

This rigorous course assumes that students already understand and use standard English grammar. Students will read autobiographies and diaries, biographies and history writers, critics, essayist and fiction writers, journalists, political writers, science and nature writers as well as useful works on the act of composition itself. However, the AP examination is weighted toward student writing of an analytical nature.

Targeted Student Expectations (see page 4): CW

**ENGLISH LITERATURE
AND COMPOSITION
GRADE 12**

047

**ADVANCED PLACEMENT
5 CREDITS**

Prerequisites: A letter of application submitted to the Director of English by March 12, 2010, recommendation of an English teacher, a timed writing sample, and completion of an intensive summer reading project. Admission to AP Language and Composition for grade 11 does not guarantee admission to this course. It is mandatory to take the AP Literature and Composition Examination when it is offered in order to receive AP credit for work done during this academic year. Students who do not take the AP examination will receive level 1 credit.

"An AP course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone."

--***Advanced Placement Course Description: English The College Board (May 1997)
p.39.***

Reading for this AP course in Literature will be both wide and deep. The course will include rigorous, intensive study of representative works from various genres and periods - from the sixteenth to the twentieth century - concentrating on works of recognized literacy merit,

including poetry, drama, prose fiction, expository literature. The AP examination is weighted toward student writing about literature in an analytical manner.

Targeted Student Expectations (see page 4): CW

English 12

Students will earn the 5 credits required for English Language Arts in their senior year by taking two semester courses worth 2.5 credits each. All seniors are required to take one semester of leveled Expository Writing in either the Fall or Spring Semester. Students may elect another semester course from the following: Analytical Writing, Poetry Writing or Public Speaking to fulfill the requirement for Senior English.

EXPOSITORY WRITING (required)	041 (Semester)	LEVEL 1
GRADE 12	042 (Semester)	LEVEL 2
	043 (Semester)	LEVEL 3
		2.5 CREDITS

Expository Writing focuses on the composition of both personal and formal essays. In preparation for tasks students will encounter in the workplace and college courses, students will participate in seminar style discussions, oral presentations and action research projects that combine resources available in print and on-line. Students will write frequently in a variety of rhetorical modes, which may include: narration, description, process analysis and argument. Students will read literature that is thematically related to coursework.

Targeted Student Expectations (see page 4): CW

ANALYTICAL WRITING	044 (Semester)	LEVEL 1
GRADE 12	045 (Semester)	LEVEL 2
	046 (Semester)	LEVEL 3
		2.5 CREDITS

Analytical Writing focuses on the composition of formal essays in response to analytical tasks. In preparation for tasks students will encounter in college courses and the workplace, students will participate in seminar style discussions, oral presentations and action research projects that combine resources available in print and on-line. Students will write frequently in a variety of rhetorical modes, which may include: definition, comparison/contrast, division/classification, and argument. Students will read drama, poetry and fiction selections that are thematically related to coursework.

Targeted Student Expectations (see page 4): CW

PUBLIC SPEAKING	053 (Semester)	UNLEVELED
GRADE 12		2.5 CREDITS

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

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

**POETRY: THE POWER OF WORDS
GRADE 12**

050 (Semester)

**UNLEVELED
2.5 CREDITS**

This course is designed for seniors who have a passion for poetry and want to explore a variety of poetry forms with the intent of developing their writing craft. The course will provide opportunities for students to read, research, write and present poetry. Through direct lessons, discussions, independent work and group work, students will identify and analyze the elements, style and language of poetry. The goal is for students to apply their knowledge to writing, editing, and publishing their own poems, which will then be presented to the class.

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

FOREIGN LANGUAGES

The Foreign Languages Department offers a five-year sequence in French and a five-year sequence in Spanish. Language proficiency, or the ability to use language for purposeful communication, is the major goal of all Foreign Language courses. Conversation and culture are integrated in all teaching and learning situations in the Foreign Language class. In order to conform to the recommendations of the Foreign Languages Curriculum Frameworks, students should continue their study of French or Spanish through senior year. In addition, students are encouraged to begin the study of an additional Foreign Language during their sophomore, junior or senior year.

The foreign language curriculum meets school-wide expectations by providing students with opportunities to communicate effectively through speaking and writing, to demonstrate high level thinking skills and to work toward mastery of content.

**FRENCH I
GRADES 9-12**

411

**LEVEL 1
5 CREDITS**

This course places emphasis on understanding and speaking French in order to survive in a French cultural setting. Simple conversations include introductions, greetings, the family, countries and nationalities, travel, food and drink, clothing, time, weather and numbers. Short reading passages develop a basic understanding of French traditions and culture.

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

**FRENCH II
GRADES 9-12**

421

**LEVEL 1
5 CREDITS**

The goal of French II is to increase proficiency in understanding and speaking French. Presentation and practice of functional expressions, vocabulary and grammar structures are interwoven with an introduction to the Francophone world. *Prerequisite: One year of French with a grade of at least 80% or a teacher recommendation.*

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

**FRENCH III
GRADES 10-12**

431

**LEVEL 1
5 CREDITS**

In French III, students broaden their communication skills while deepening their appreciation of Francophone cultures in Europe, North America and Africa. Students are encouraged to think

critically as they go beyond the simple manipulation of basic structures of the language.

Prerequisite: Two years of French with a grade of at least 80% or a teacher recommendation.

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

**FRENCH IV
GRADES 11-12**

441

**LEVEL 1
5 CREDITS**

This course offers an introduction to the literary masterpieces of France from the Middle Ages through the twentieth century. Drama, poetry, essays, short stories, and excerpts from novels will be read and analyzed as reflections of French history and culture. Vocabulary and syntax will be reviewed in order to prepare students for college-level French courses. Students will be encouraged to use critical thinking skills while expressing themselves in written and spoken French. *Prerequisite: Three years of French with a grade of at least 80% or a teacher recommendation.*

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

**FRENCH V
GRADE 12**

442

**LEVEL 1
5 CREDITS**

This course expands the student's knowledge of French literature and the arts and increases the student's ability to communicate in French. Course activities will focus on improving questioning and listening skills necessary for effective communication. Students will use critical thinking skills and demonstrate increased language proficiency while expressing themselves in spoken French and planning and writing compositions appropriate to this level. *Prerequisite: 80% average in French IV.*

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

**SPANISH I
GRADES 9-12**

451

**LEVEL 1
5 CREDITS**

This course is designed for students who have little or no prior experience in Spanish but exhibit a strong aptitude for learning a second language. It will provide them with extensive practice in conversational Spanish. The Paso a Paso program incorporates culture into all aspects of the language class. Topics for conversation include introductions and greetings, the family and personal relations, school, sports, travel, food, time, weather, dates and numbers. The cultural settings are Mexico, Spain and Hispanic communities in the United States.

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

**SPANISH I
GRADES 9-12**

452

**LEVEL 2
5 CREDITS**

This course is for students who have little or no prior experience in Spanish. This program introduces students to spoken Spanish and the Spanish-speaking world. Simple conversations are built around the same vocabulary components as those studies in Spanish I, Level 1, listed above. Listening and pronunciation are stressed along with vocabulary building and verb work.

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

**SPANISH II
GRADES 9-12**

461

**LEVEL 1
5 CREDITS**

This course is designed for students who have studied a full year of Spanish I and who have maintained an average of 80% or better. Language themes include school, daily routine, clothing, leisure, childhood, special occasions, luxuries and necessities, shopping, health, movies and television, the future, travel, food and nature. Many lessons are conducted in Spanish, and students are expected to respond in the target language with increasing frequency. *Prerequisite: Spanish I average of 80% and teacher recommendation.*

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

**SPANISH II
GRADES 9-12**

462

**LEVEL 2
5 CREDITS**

This second year Spanish course requires the completion of a full year course in Spanish I as well as the teacher's recommendation that the student is capable of continuing in Spanish II. Language themes include school, daily routine, clothing, leisure, childhood, special occasions, luxuries and necessities, shopping, health, movies and television, the future, travel, food and nature.

Prerequisite: One year of Spanish with a grade of at least 70% and a teacher recommendation.

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

**SPANISH III
GRADES 10-12**

471

**LEVEL 1
5 CREDITS**

Review of vocabulary and grammar studied in the first two years of Spanish is followed by practice of Spanish conversations in real life situations. Students are required to show acquired skills in the presentation of skits and simulations. Readings and video material acquaint students with Hispanic culture and current issues in the Spanish speaking world. Emphasis is on the practical applications of spoken Spanish. *Prerequisite: 80% in Spanish II to ensure mastery of skills.*

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

**SPANISH III
GRADES 10-12**

472

**LEVEL 2
5 CREDITS**

This course strengthens the students' foundation in vocabulary and grammar before proceeding to more accelerated work in listening, speaking, reading, and writing Spanish. Students are required to show acquired skills in the presentation of skits and simulations. *Prerequisite: Successful completion of Spanish II with a grade of at least 70%.*

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

**SPANISH IV
GRADES 11-12**

481

**LEVEL 1
5 CREDITS**

This course continues the study of Hispanic culture and current issues in the Spanish speaking world. Students will be introduced to the Arts through readings of authentic Latin American literature as well as a study of visual arts and music of Central and South America. Students will be encouraged to use critical thinking skills while expressing themselves in written and spoken Spanish. *Prerequisite: 80% average in Spanish III.*

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

SPANISH IV **482** **LEVEL 2**
GRADES 11-12 **5 CREDITS**

This course continues the study of vocabulary, grammar and Hispanic cultures. Students will be introduced to examples of Hispanic literature and will do more accelerated work in listening, speaking, reading and writing in Spanish. *Prerequisite: 70% average in Spanish III.*
 Targeted Student Expectations (see page 4): CA, CS, CW, D

SPANISH V **483** **LEVEL 1**
GRADE 12 **5 CREDITS**

This course expands the student's ability to communicate in Spanish through the continued development of the four basic skills: listening, speaking, reading and writing. Course activities will focus on improving questioning and listening skills necessary for effective communication and reading and analyzing authentic literature from the Spanish-speaking world. Students will demonstrate increased vocabulary knowledge and proficiency in the use of grammatical structures by planning and writing compositions of length appropriate to this level. Oral communication activities will emphasize pronunciation, intonation and fluency. *Prerequisite: 80% average in Spanish IV, Level 1.*
 Targeted Student Expectations (see page 4): CA, CS, CW, D

LIBRARY

LIBRARY AND INFORMATION **910 (Semester)** **UNLEVELED**
TECHNOLOGY SERVICES **2.5 CREDITS**

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

LIBRARY STUDENT **911 (Semester)** **UNLEVELED**
SERVICES **1.5 CREDITS**

This course is an opportunity for students who would like to work in the library rather than being placed in a learning center or other student services project. Students will assist the librarian with the daily operation of the Library Media Center.
 Targeted Student Expectations (see page 4): CT

MATHEMATICS

"As science and technology have come to influence all aspects of life, from health and environment to financial affairs and national defense, so mathematics has come to be of vital importance to the educational agenda of our nation."ⁱ Recognizing that mathematics is the

foundation of science and technology and that mathematical literacy is essential in this technological age, we require that each student successfully complete at least three years of mathematics.

All mathematics courses will allow students to meet the following academic expectations as stated in the school's mission statement: Demonstrate high level thinking skills to reason and problem solve and work toward mastery of course specific content.

NOTE: STUDENTS WISHING TO SELECT NON-SEQUENTIAL MATH COURSES SHOULD CONSULT BOTH TEACHER AND GUIDANCE COUNSELOR.

ALGEBRA I **210** **LEVEL 1**
GRADE 9 **5 CREDITS**

This course is designed for students who have successfully completed eighth grade Pre-Algebra Level 1. Students entering this course must have mastered operations with integers and solving linear equations. Throughout this course students will learn to represent situations using variables, functions, inequalities, systems, graphs, tables, and matrices. They will learn to operate on variable expressions, to solve quadratic equations and to see the patterns and power in mathematics. This is a fast-paced course in which there is emphasis on work done outside the class. *Prerequisite: 90% or better in Pre-Algebra, level 1 in grade 8.*

Targeted Student Expectations (see page 4): D

GEOMETRY **221** **LEVEL 1**
GRADES 9-10 **5 CREDITS**

This course will apply the knowledge learned in Algebra I to geometric and trigonometric concepts. It is taught in an inquiry-based style exploring topics of plane geometry, transformational geometry, coordinate geometry and trigonometry. This is a fast paced course in which there is emphasis on work done outside the class. *Prerequisite: 83% or better in Algebra 1 in grade 8 or 87% or better in Algebra 1, Level 1 in grade 9.*

Targeted Student Expectations (see page 4): D

ALGEBRA I **211** **LEVEL 2**
GRADE 9 **5 CREDITS**

A course designed for students who have previously demonstrated above average ability and achievement in mathematics. The course includes all the usual topics of algebra from properties of real numbers and the use of variables through quadratic equations and irrational numbers. *Prerequisite: 80% or better in Pre-Algebra, level 2 in grade 8 or 70% or better in Pre-Algebra Level 1 in grade 8.*

Targeted Student Expectations (see page 4): D

ALGEBRA I **212** **LEVEL 3**
GRADE 9 **5 CREDITS**

A course for students who have demonstrated average ability in mathematics. The same topics are included as in 212 Algebra I but with less emphasis on theory and greater emphasis on practicing skills.

Targeted Student Expectations (see page 4): D

**DISCRETE MATHEMATICS
GRADE 12**

244

**LEVEL 2
5 CREDITS**

Twenty-five people walk into a room. Everyone shakes hands with each other person once. How many handshakes took place?

This problem can be solved using models, digraphs, charts, formulas and many intuitive ways. Discrete math is the study of these models and other techniques to attack problems of counting, sorting and searching. It also involves the probabilities of winnings and algorithms for efficiency. Topics such as the mathematics of voting, scheduling, circuit theory, graph theory, growth and symmetry, fractals, fair division schemes, probability and statistics are covered in this course. Prerequisite: 70% or better in Algebra II and Trigonometry, Level 2. Targeted Student Expectations (see page 4): D

**MATHEMATICAL
PROBLEM SOLVING
GRADES 11-12**

251

**LEVEL 2
2.5 CREDITS**

Mathematical Problem Solving is a semester course in which students will explore mathematics by developing strategies in problem solving. These strategies include working backwards, breaking problems into sub-problems, attribute listing, and logical deductions. Mathematics topics covered will include finite differences, networks, diagramming, and matrices. An emphasis is placed on explaining solutions through writing. *Pre-requisite: Enrolled in Algebra II or higher.* Targeted Student Expectations (see page 4): CW, D

**MASTERING MATH FOR MCAS
GRADE 10**

225 (Semester)

**UNLEVELED
2.5 CREDITS**

In this semester course, students will become familiar with the mathematical topics covered on the MCAS test. The course will focus on Geometry and Measurement as well as Statistics and Probability. Through the use of hands on activities, students will gain an understanding of the concepts. Problem solving strategies as well as test taking strategies are stressed in this course. This course is recommended for students who are not enrolled in Geometry in their sophomore year as well as for students who have struggled with the MCAS test in the past. (Students who continue to struggle may be enrolled in MCAS tutoring for an additional semester.) Targeted Student Expectations (see page 4): D

**STATISTICS
GRADE 12**

274/275

**AP
LEVEL 1
5 CREDITS**

This course will introduce students to the concepts and tools used to collect, analyze, and draw conclusions from data. Students planning to continue studying in the fields of social sciences, health sciences, and business, as well as those planning a major in science, engineering, or mathematics would benefit from this course. Effective use of technology, including the use of spreadsheet software and graphing calculator, will be integral to the course. This course is rigorous and will prepare students for the AP Statistics exam, if they choose to take it. In

addition to the topics covered in level I Statistics, students taking the course for AP credit will be required to do additional projects outside of class (approximately three (3) per term) and take the AP Exam in the spring. *Prerequisite: Successful completion of Pre-Calculus and teacher recommendation.*

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

MUSIC

The Music Department offers both curricular and cocurricular experiences in active music making. The Concert Choir and Concert Band meet daily as ensembles to rehearse, study and learn about music as an expression of people around the world from the past to present. Students rehearse their musical skills, learn to interact musically with other students and enhance their understanding of music. The Concert Band and Concert Choir are open to students who already have skills in playing an instrument and/or singing and those interested in developing these skills. Academic expectations for the Music Department include communicating effectively through the arts, higher level thinking, communicating effectively through technology, writing and speaking and productive participation.

CONCERT BAND	671	UNLEVELED
GRADES 9-12	670	LEVEL 1
		5 CREDITS

Concert Band is an opportunity for students to play a wide variety of music and to improve their musical skills. Students study and perform band literature from different historical periods, as well as music from a variety of cultures and styles. There is an emphasis on music reading skills and musicianship. Students who elect Concert Band at Level 1 will:

- Demonstrate a high level of musical skills and understanding;
- Practice regularly new skills and material;
- Have some teacher directed instruction for new skills and concepts; and
- Play or sing in a small chamber group or ensemble; or study compositional techniques including the use of available technologies.

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

CONCERT CHOIR	681	UNLEVELED
GRADES 9-12	680	LEVEL 1
		5 CREDITS

Concert choir is an opportunity for students to pursue their interest in singing. The course offers a study in various vocal styles ranging from traditional concert music to lighter, more contemporary pieces. An emphasis is placed on the development of vocal techniques and musical skills. This is an unlevleled course in which no singing experience is necessary. Students who elect concert choir at Level 1 will:

- Demonstrate a high level of musical skills and understanding;
- Practice regularly new skills and materials;
- Have some teacher directed instruction for new skills and concepts; and
- Play or sing in a small chamber group or ensemble; or study compositional techniques including the use of available technologies.

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

MUSIC! ITS ROLE IN OUR LIVES **691 (Semester)** **UNLEVELED**
GRADES 10-12 **2.5 CREDITS**

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

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

CHAMBER MUSIC **672 (Full year)** **UNLEVELED**
GRADES 10-12 **673 (Semester)** **2.5/5 CREDITS**

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

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

MUSIC THEORY **692** **UNLEVELED**
GRADES 10-12 **2.5 CREDITS**

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

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

ELECTRONIC MUSIC I **693 (Semester)** **UNLEVELED**
GRADES 10-12 **2.5 CREDITS**

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

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

ELECTRONIC MUSIC II **694 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

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

Prerequisite: Electronic Music I, advanced music students or teacher recommendation.

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

PHYSICAL EDUCATION

According to Moving into the Future: National Standards for Physical Education, developed by the National Association for Sport and Physical Education, a physically educated person:

- is competent in many movement forms and proficient in a few movement forms;
- applies movement concepts and principles to understand and develop motor skills;
- leads a physically active lifestyle;
- maintains a health enhancing level of physical fitness;
- behaves in ways that are personally and socially responsible in physical activity settings;
- understands and respects differences among people in physical activity settings; and
- understands that physical activity can provide enjoyment, challenges, self-expression and social interaction.

With these standards in mind, physical education courses are designed to provide students with the knowledge and skills needed to participate in a wide variety of physical activities throughout their lives and to help students to understand the relationship between physical activity and health.

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

PHYSICAL EDUCATION GRADES 9-10

921

**UNLEVELED
2.5 CREDITS**

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

Targeted Student Expectations (see page 4): CW

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

PHYSICAL EDUCATION GRADES 11-12

941

**UNLEVELED
2.5 CREDITS**

The junior and senior physical education program is designed to provide opportunity for participation in physical activities and fitness programs in which the individual may participate in throughout life. Students will design personal fitness programs that will enable them to lead active, healthy lifestyles as adults. Classes meet five times a week for one semester.

Targeted Student Expectations (see page 4): CW

SCIENCE

The four year high school program of science offerings begins with an expansion of the nine year sequence of integrated science in grades K-8. The four year science program makes every attempt to provide a hands on, inquiry-based learning experience in the four basic areas of science (i.e.,

physical science, life science, earth and space science, and technology.) Along with the ninth grade semester course, Critical Thinking and Design, students are required to elect three years of science and are encouraged to choose from a wide variety of elective courses. Level 1 courses require the completion of a science research project as an integral part of the course. Project requirements may also be imposed by teachers of Level 2 and 3 science courses as a part of the variety of instructional strategies employed. Students are encouraged to consult with science teachers regarding specific details of any science course or level offered.

The high school science sequence continues in grades 11 and 12 with both leveled and unleveled courses offered to provide a sound, hands-on, inquiry-based, and student centered experience to all students. The Grade 9 and 10 Science courses are core science requirements not only as a culmination of the PK – 10 science program and MCAS preparation, but also as preparation for all grade 11 and 12 science offerings. Students are encouraged to elect science, and courses have been designed to fulfill all student needs and interests within the parameters of staff and budget.

As a result, students will work towards mastering the specific content of each science course by demonstrating the ability to problem solve and utilize their higher level thinking skills by making connections to real life applications.

**PHYSICAL SCIENCE
GRADE 9**

311

**LEVEL I
5 CREDITS**

This introductory physical science course provides students with an extension of the Grade K - 8 curriculum in the physical sciences and with fundamental laboratory and reasoning skills required for more advanced Level 1 science courses. Topics include matter, interactions of matter, force, energy, motion, and technology. The course provides insight into the means by which scientific knowledge is acquired and is a hands-on, laboratory-centered course. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their extensive laboratory work. An additional course requirement is the completion of a science research project which will occupy much of the first half of the school year, culminating in the presentation of the project in early March. Key components of this project are a research paper on the topic, an experimental study of the topic, and presentation. Curricular content and teaching strategies will conform to the standards described in the Massachusetts Science and Engineering Technology Frameworks. *Prerequisite: Successful completion of Grade 8 Algebra (level 1) with a grade of 80% or above (or consent of the Grade 8 science teacher) and enrollment in a level one grade 9 math class.*

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

**PHYSICAL SCIENCE
GRADE 9**

312

**LEVEL 2
5 CREDITS**

This course provides students with a year-long survey extending the topics covered in grades K - 8 in the physical sciences, and covering such topics as matter, force, and energy. The course will expose students to a variety of learning approaches including traditional textbook discussion, laboratory and field investigations, and problem-solving requiring appropriate mathematics and reasoning proficiency. Students successfully completing this course will be well prepared to elect a Level 1 or 2 course the following year. Curricular content and teaching strategies will conform to the standards described in the Massachusetts Science and Engineering Technology Frameworks.

Targeted Student Expectations (see page 4): D

**CRITICAL THINKING
AND DESIGN
GRADE 9**

350 (Semester)

**UNLEVELED
2.5 CREDITS**

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

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

**BIOLOGY I
GRADE 9**

325

**LEVEL 3
5 CREDITS**

This course is designed to help students acquire a level of understanding of science and the scientific approach. Students achieve a level of scientific literacy and awareness of the living world. They are able to grasp the underlying scientific concepts of the worlds of plants, animals and man. They are made aware of the delicate inter-relationships among plants, animals, man, and the environment. Concepts introduced in the K - 8 science curriculum will be reviewed, expanded, and related. Hands-on science activities will be correlated with the learning activities whenever possible. Curricular content and teaching strategies will conform to the standards described in the Massachusetts Science and Engineering Technology Frameworks.

Targeted Student Expectations (see page 4): D

**BIOLOGY
GRADES 9-10**

321

**LEVEL I
5 CREDITS**

The Level 1 biology program is a rigorous academic experience and is designed to provide development of important biological principles introduced in the K - 8 science curriculum. Students are encouraged to discipline themselves by adjusting to the requirements involving reading independently, creating projects, and extensive hands-on laboratory investigations. It is expected that students will gain a deep appreciation of the subject matter and use this course as a foundation for continued education in science. Previously gained scientific knowledge and behaviors will be continually stressed and refined. This course serves as a basic foundation for the Advanced Placement program in grades 11 or 12. A further requirement is the completion of a science research project which will occupy much of the first half of the school year, culminating in presentation of the project in early February. Key components of this project are a research paper on the topic, an experimental study of the topic, and presentation. Curricular content and teaching strategies will conform to the standards described in the Massachusetts Science and Engineering Technology Frameworks. *Prerequisite for freshmen: 80% or better in Algebra I in grade 8 and recommendation of grade 8 science teacher. Freshmen need to be currently enrolled in a Level 1 math course.*

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

**BIOLOGY
GRADE 10**

322

**LEVEL 2
5 CREDITS**

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

Targeted Student Expectations (see page 4): D

BIOLOGY II

326

LEVEL 3

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

Targeted Student Expectations (see page 4): D

**MCAS BIOLOGY
GRADES 10 - 12**

324

**LEVEL 3
5 CREDITS**

This course is designed for those students needing further remediation in Biology in order to successfully pass the MCAS exam. The course will center on the standards as outlined in the Massachusetts Science and Technology Engineering Frameworks and identified weaknesses in MCAS results. The learning standards will be the main focus of this course include the following: *The Chemistry of Life; Cell Biology; Genetics; Anatomy and Physiology; Evolution and Biodiversity; and Ecology.*

Targeted Student Expectations (see page 4): D

**CHEMISTRY
GRADES 10 - 11**

331

**LEVEL 1
5 CREDITS**

Chemistry is the third course in a traditional four-year science sequence. This Level 1 course is an introductory chemistry program which attempts to be as comprehensive as possible, yet remain relevant to students' needs. It builds upon the previous eleven years of science studies in the Abington Public Schools, reinforcing earlier physical science and chemical concepts, while introducing and refining other more complex ideas. *Successful completion of both Grade 9 and 10 science courses, or their equivalents, is a prerequisite.* A balanced approach is presented in combining chemical theories and concepts with quantitative problems and examples. Facility with mathematics and with a calculator are required. Students are encouraged to provide their own scientific calculators for use. A strong laboratory component stressing both personal safety and responsibility is included. Students electing this course have committed themselves to a rigorous academic science program with the additional requirement of a science research project. *Successful completion of both Algebra I and Geometry is a prerequisite for electing this course.*

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

**CHEMISTRY
GRADE 11**

332

**LEVEL 2
5 CREDITS**

Level 2 chemistry is a college preparatory course which presents traditional chemistry concepts in a less mathematical manner than in Level 1. The course builds upon the previous eleven years of integrated science, stressing mathematics and quantitative relationships. Frequent laboratory experiences constitute an integral part of the course and reinforce the constructivist and student-centered philosophy of science education in Abington. This course also stresses personal responsibility and safety. *Successful completion of both grade 9 and 10 science courses, or their equivalents, is a prerequisite.*

Targeted Student Expectations (see page 4): D

**ENVIRONMENTAL SCIENCE
GRADES 11-12**

333

**UNLEVELED
5 CREDITS**

Environmental Science is a third or fourth course in a sequence of unlevleed science offerings. Consistent with previous unlevleed offerings, it provides an opportunity for the student to explore further the relationship of man with the world. The topics of study represent an integration of concepts from the disciplines of biology, physical science, chemistry, and the social sciences. A prime objective of the course is the emphasis on this interdependence and the maintenance of a balanced presentation of contemporary and traditional environmental issues and concerns. The course is exceptionally flexible and attempts to explain how science, economics, and politics affect important environmental issues. Constructivist activities and student-based projects and laboratory investigations both support and illustrate the principles developed. Topics of study include ecosystems, soil ecology, pollution, land use, energy, and population, as well as local contemporary issues of environmental concern.

Targeted Student Expectations (see page 4): D

Note: This course alternates each year with Earth Science. Environmental Science will not be offered in the 2010-2011 school year.

**ANATOMY AND PHYSIOLOGY
GRADE 12**

341

**LEVEL 1
5 CREDITS**

Anatomy and Physiology is an intensive course designed for students leaning toward a career in the health professions. It provides an in-depth background in both the structure and function of human systems with special emphasis on the functioning and control of the whole human organism, including interrelationships of body systems, metabolism, and homeostasis, with supporting laboratory work.

A dissection component of the laboratory work is required for successful completion of the course. Students electing this course have committed themselves to a rigorous academic science program with the additional requirement of a science research project. *Successful students will have a background in biology and chemistry and will have successfully completed both grade 9 and 10 science courses, as well as Chemistry, Level 1 or 2.*

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

**EARTH SCIENCE
GRADES 11-12**

373

**UNLEVELED
5 CREDITS**

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

Targeted Student Expectations (see page 4): D

**PHYSICS
GRADE 12**

391

**LEVEL 1
5 CREDITS**

Physics is the final course in a traditional four year science sequence. This Level 1 course develops the traditional concepts of mechanics, heat, light, electromagnetism, and modern particle physics. Basic techniques of problem solving using vectors, geometry, trigonometry, and wave mechanics are vigorously applied and are reinforced whenever possible through a strong laboratory component. The constructivist and student-centered philosophy are consistently applied and reinforced through student projects. Although non-calculus-based, the course demands facility with mathematics, graphing, rudimentary computer skills, and possession of a scientific calculator. Wherever possible, computer simulations, spreadsheet analysis and tutorials will be utilized. Students electing this course have committed themselves to a rigorous academic science program with the additional requirement of a science research project.

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

**PHYSICS
GRADE 12**

392

**LEVEL 2
5 CREDITS**

This physics course is the final step in a traditional four-year Level 2 sequence for students bound for post secondary education. It develops the traditional concepts of mechanics, heat, light, electromagnetism, and modern particle physics, utilizing the constructivist and student-centered philosophy. Although somewhat less mathematically oriented, students are required to possess a moderate aptitude in mathematics and to possess graphing and calculator skills. Laboratory work is a main emphasis of this program and student projects may be required.

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

**APPLIED PHYSICS
GRADES 12**

390

**UNLEVELED
5 CREDITS**

Applied Physics is designed to meet a broad spectrum of academic and social needs as students enter the workplace, post-secondary school, or family life. Its major goal is to increase scientific literacy allowing students to make informed and rational decisions about relevant social and personal issues. The course is specifically designed to meet the needs of students with limited mathematics ability or math confidence. It is an activity based course designed along the constructivist and student-centered philosophy of science education, and attempts to develop the

art of questioning, the process of investigating, the drawing of meaningful conclusions based on evidence, ability to work interdependently, and the ability to research, analyze, and report information. Considerable correlation will be made with current technology, and student projects will be required. Interdisciplinary activities will be promoted through interaction among the science, mathematics, technology, and computer and information systems departments.

Successful completion of both grade 9 and 10 science is a prerequisite.

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

**HUMAN BIOLOGY
GRADES 11-12**

383

**UNLEVELED
5 CREDITS**

Human Biology is an elective course designed to meet a broad spectrum of academic and social needs as students enter the workplace, post-secondary school, or family life. Its major goal is to increase scientific literacy, allowing students to make informed and rational decisions about relevant social and personal issues. It contains a strong biology component. The major strand throughout the course is the anatomical and biological organization of the human organism, although major side issues of evolution, disease and immune system, nutrition and fitness, will also be developed. Constructivist activities and student-based projects and laboratory investigations both support and illustrate the principles developed. Topics of study include human evolution, tissues and organ systems of the human body, and disease, and allow for a full range of interdisciplinary activities. *Successful completion of both grade 9 and 10 science is a prerequisite.*

Targeted Student Expectations (see page 4): D

**ADVANCED PLACEMENT BIOLOGY
GRADES 11 - 12**

384

**AP
5 CREDITS**

Prerequisites: Students must submit a letter of application to the Director of Science by March 12, 2010, as well as the recommendation of a Science teacher.

Advanced Placement Biology presents an in-depth, college level study of the biological sciences and prepares for the comprehensive ETS AP Biology Examination. The course involves detailed investigations of all the major areas of modern biology with special focus on the molecular and chemical basis of life on earth.

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

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

**ADVANCED PLACEMENT
CHEMISTRY
GRADE 11-12**

334

**AP
5 CREDITS**

Prerequisites: Students must submit a letter of application to the Director of Science by March 12, 2010, as well as the recommendation of a Science teacher. Students must have completed at least one lab science course and have successfully completed Algebra II or Geometry/Algebra II.

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

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

**ADVANCED PLACEMENT PHYSICS
GRADES 11-12**

394

**AP
5 CREDITS**

Prerequisites: Students must submit a letter of application to the Director of Science by March 12, 2010, as well as the recommendation of a science teacher. Students must have completed at least one lab science course and have successfully completed Pre-Calculus.

- The Advanced Placement Physics B course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving. Students must possess demonstrated ability in algebra and trigonometry. This course provides a foundation for further study in physics, life science, premedicine, and some applied sciences. At the end of this course students will be able to:
 - Read, understand and interpret physical information that is verbal, mathematical, and graphical;
 - Describe and explain the sequence of steps in the analysis of physical phenomena or problems;
 - Use basic mathematical reasoning (i.e., arithmetic, algebraic, geometric, trigonometric, and rudimentary calculus) in a physical situation;
 - Perform experiments and interpret the results of observations.

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

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

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

395 (Semester)

**UNLEVELED
2.5 CREDITS**

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

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

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

396

**UNLEVELED
2.5 CREDITS**

An unlevleled course for juniors or seniors. This course is designed to interest students who will be instructed in a variety of teaching and learning modes. The student will gain insight into a broad range of issues affecting the world they live in. Students will be expected to participate in class discussion, complete projects and research topics. Topics include and are not restricted to nutrition, obesity, prescription drug abuse, pesticides, cloning, emerging diseases, nuclear energy, pollution and vanishing coral reefs.

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

SOCIAL STUDIES

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

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

The History and Social Science Department fulfills the schools academic expectations by providing students with opportunities to communicate effectively through speaking and writing, demonstrate high level thinking skills and work toward mastery of content.

The History and Social Science Department fulfills the schools academic and expectations by providing students with opportunities to communicate effectively through speaking and writing, demonstrate high level thinking skills and work toward mastery of content.

Abington High School requires each student successfully complete three years of Social Studies including United States History I and II. Students are recommended to complete four years of Social Studies.

WORLD HISTORY	111	LEVEL 1
GRADE 9	112	LEVEL 2
	113	LEVEL 3
		5 CREDITS

Students will examine the important political, economic, and religious developments of the world, including the development of Christianity and Islam, the conflicts between them, and the development of democratic, scientific, and secular thought. They will study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa and Asia. Students will be able to explain the causes and consequences of the great military and economic events of the past century as well as the rise of nationalism.
Targeted Student Expectations (see page 4): D

UNITED STATES HISTORY I	121	LEVEL 1
	122	LEVEL 2
	123	LEVEL 3
		5 CREDITS

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

Targeted Student Expectations (see page 4): D

UNITED STATES HISTORY II	131	LEVEL 1
GRADE 11	132	LEVEL 2
	133	LEVEL 3
		5 CREDITS

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

Targeted Student Expectations (see page 4): D

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

161

**AP
5 CREDITS**

Prerequisites: Students must submit a writing sample to the Director of Social Studies by March 12, 2010,, as well the recommendation of a Social Studies teacher. Students are responsible for obtaining all summer reading materials, must have completed summer assignments and must have completed World History and United States History I, Level 1 with at least a B+ or better or department approval.

Advanced Placement United States History is intended for Abington High School students who are ready for the challenge of a college level course. The course is designed to cover the major political, economic, religious, social, intellectual and artistic themes of America from 1877 to the present. Advanced Placement History is a difficult course which requires a major commitment of time and energy. It includes extensive readings and major essays often based on detailed analysis of primary sources and at least an hour of homework each night. Enrollment is limited to those who are prepared to meet the demands of a full-year college course. Students must take the AP examination at the end of the course in order to receive AP credit.

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

**LAW
GRADES 11-12**

143

**UNLEVELED
2.5 CREDITS**

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

Targeted Student Expectations (see page 4): D

**INDEPENDENT STUDY IN
SOCIAL STUDIES
GRADES 11-12**

**164 (Full year)
165 (Semester)**

**LEVEL 1
2.5/5 CREDITS**

This offers participants a chance to explore history in an individual manner. The student plans his/her program under teacher guidance. The independent study project should be research based and must be approved by the department director. See Independent Study, page 14, for specific guidelines.

Targeted Student Expectations (see page 4): D

**POLITICS AND GOVERNMENT
GRADES 11-12**

166

**UNLEVELED
2.5 CREDITS**

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

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

**CULTURE AND CONFLICT
GRADES 11 – 12**

142 (Semester)

**UNLEVELED
2.5 CREDITS**

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

Targeted Student Expectations (see page 4): D

**PSYCHOLOGY
GRADES 11-12**

167

**UNLEVELED
2.5 CREDITS**

This introductory course will examine perception, motivation, emotions, frustration, stress, conflict adjustment, psychological disturbances, and social behavior. Psychology is designed to give students a broad background in history, theory and application of a variety of topics in Psychology, including human behavior (perception, cognition), human development (childhood and adolescent), learning theory (memory, language and intelligence), motivation and emotion, the individual and society (leadership, family and peers) and personality disorder and treatments. Instruction will feature lectures, readings, and discussions, as well as experiments, group projects and simulations. Students will gain a better self-understanding, increased tolerance for others, a solid background for further psychological studies and an enhanced ability to think critically.

Targeted Student Expectations (see page 4): D

WELLNESS

The Health Education courses are designed to provide students with health-related knowledge and skills that can lead to positive attitudes and behaviors related to their well being. The courses focus on emerging health concepts and issues, as well as current research on effective health practices and the motivation to change unhealthy behaviors.

**CHILD DEVELOPMENT
GRADES 11-12**

628

**UNLEVELED
2.5 CREDITS**

The purpose of this course is to provide students with the necessary skills to work in a day care setting and with information about child rearing and development. Students will study topics such as the human reproductive system, pregnancy and birth, the physical, emotional/social and intellectual development of children from birth to age 6, discipline, age appropriate activities and child safety.

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

**COMPREHENSIVE HEALTH
GRADE 10**

981

**UNLEVELED
2.5 CREDITS**

This course is a required course for all sophomore students. The course meets five times a week and addresses major issues concerning the teenager. Course content includes facts presented on child abuse, alcohol, drugs, human sexuality, hygiene, smoking and the general challenges of growing up in society today. This course is intended to present information allowing students to form a solid foundation from which to make mature decisions and to learn and practice important life skills such as decision making, coping and refusal skills and social communication.

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

**WELLNESS I
GRADES 11-12**

985

**UNLEVELED
2.5 CREDITS**

This discussion based course is designed to provide students with the information and skills necessary to make responsible decisions regarding their health and well being and to increase student awareness of available health services and resources. Topics may include but are not limited to stress management, peer relationships, sexuality, mental illness, suicide, weight management and abuse.

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

**WELLNESS II
GRADES 11-12**

986

**UNLEVELED
2.5 CREDITS**

Different topics are presented in this course which include but are not limited to sexuality, AIDS, STD's, sexual harassment, domestic violence, addictions, death and dying and community health. *Wellness I is not a prerequisite.*

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