

Foxborough High School Program of Studies



2016-2017

**120 South Street, Foxborough, MA
Phone: 508-543-1616 Fax: 508-698-6517
www.foxborough.k12.ma.us**

Accredited by:



**New England Association of
Schools and Colleges (NEASC)**

TABLE OF CONTENTS

Academic Lab.....	11
Administrative Staff.....	3
Advanced Placement Courses.....	9
Art Department.....	16-21
Business Department.....	22-24
College/Career Information.....	7-8
Core Values and Beliefs about Learning.....	4
Course Offering Grid - 2016-2017.....	84-85
Department Heads / Head Teachers.....	3
Directed Study.....	12
Dual Enrollment Program.....	8
Electing a Program.....	7
English Department.....	25-34
Equal Educational Opportunity Laws.....	15
Expectation for Graduates.....	5-6
Family and Consumer Sciences Department.....	35-36
Four Year Plan.....	83
Grade Point Averages.....	10
Graduation Requirements.....	11
Group Guidance.....	37-38
Guidance Services.....	7
High School.....	7
Honor Roll Requirements.....	11
Leveling Practices.....	8
Levels and Grade Point Averages.....	10
Marking System.....	10
Mass. General Laws, Chapter 76, Section 5.....	14
Mathematics Department.....	39-46
Message from the Principal.....	2
Music Department.....	47-50
Norfolk County Agricultural High School.....	13
Prospective Advanced Placement Students.....	9
Science Department.....	51-57
Senior Project.....	8
Social Studies Department.....	58-64
Southeastern Regional Vocational Technical High School.....	13
Special Education.....	15
Student Course Checklist.....	82
Student Services.....	11-12
Synopsis of Federal Civil Rights.....	14-15
Technology Education Department.....	65-69
The TEAM Program.....	12
Title IX.....	13
Transition Beyond High School.....	12
Virtual High School.....	81
Wellness.....	70-73
World Languages Department.....	74-80

MESSAGE FROM THE PRINCIPAL

MRS. DIANA M. MYERS-PACHLA

Dear Students and Parents:

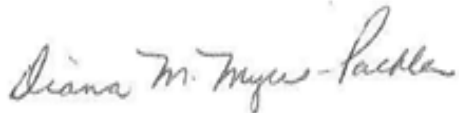
The purpose of this booklet is to help students and their parents make informed choices from the wide range of courses available at Foxborough High School.

The selection of an appropriate program of studies requires careful thought. Students are encouraged to develop their current interests and select different curricula areas that may stimulate new interests. Students are urged to be ambitious, but also realistic in the selection of a program of study.

While parents have the final responsibility for the selection of a program of study, questions are encouraged and should be forwarded to the Guidance Department. A program, once selected and scheduled, is difficult to change.

Ninth graders and their parents are asked to tentatively select all of their desired courses during the four years of high school. We have provided a document on the last page for this purpose. While the plan will require updating each year, advance planning will help to ensure that your goals are attained.

Sincerely,



Diana M. Myers-Pachla
Principal

No student shall be excluded on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation or disability.

ADMINISTRATIVE STAFF

Diana M. Myers-Pachla – Principal
myers-pachlad@foxborough.k12.ma.us

Joseph A. Heinricher – Assistant Principal
heinricherj@foxborough.k12.ma.us

Beth A. Sylvia – Assistant Principal
sylviab@foxborough.k12.ma.us

DEPARTMENT HEADS

Art Department

Kelly A. Arcacha (arcachak@foxborough.k12.ma.us)

Business Department

Jon A. McCabe (mccabej@foxborough.k12.ma.us)

English Department

Shannon M. Wasilewski (wasilewskis@foxborough.k12.ma.us)

Family/Consumer Studies

Nancy Behling (behlingn@foxborough.k12.ma.us)

Guidance Department

Laureen A. White (whitel@foxborough.k12.ma.us)

Mathematics Department

Susan M. Carle (carles@foxborough.k12.ma.us)

Music Department

Stephen C. Massey (masseys@foxborough.k12.ma.us)

Science Department

Paul G. Charpentier (charpentierp@foxborough.k12.ma.us)

Social Studies Department

Thomas R. Murray (murrayt@foxborough.k12.ma.us)

Special Education Department

Patricia L. Young (youngp@foxborough.k12.ma.us)

Technology Education

Ralph M. DiBona (dibonar@foxborough.k12.ma.us)

Wellness Department

Janelle M. Erskine (erskinej@foxborough.k12.ma.us)

World Language Department

Kerry B. Frazier (frazierk@foxborough.k12.ma.us)

Core Values and Beliefs about Learning

Foxborough High School, in partnership with parents and the community, creates a safe, structured and supportive environment that we believe encourages students to become thoughtful, responsible and productive citizens. The school empowers students to strive for excellence as they develop critical thinking skills through reading, writing, speaking and using technology effectively across all disciplines. We believe Foxborough High School's comprehensive curriculum and extra-curricular activities provide students with opportunities to work collaboratively to solve problems while encouraging them to mature as independent learners.

The Foxborough High School student will learn to:

- Read actively and critically
- Write using standard English for a variety of purposes and audiences - Long Essay
- Write using standard English for a variety of purposes and audiences - Open Response
- Use oral skills to communicate ideas coherently for a variety of purposes
- Use technology effectively
- Develop critical thinking skills for assessing information and problem solving

A Foxborough Warrior demonstrates the following characteristics:



Willingness to strive for:

Academic excellence by showing,

Respect for self,

Respect for others

Integrity

Open-mindedness

Responsibility

EXPECTATIONS FOR GRADUATES

Graduates of Foxborough High School will demonstrate competency in the following areas. To insure that the Foxborough High School *Program of Studies* provides opportunities for students to meet their expectations, each course in this booklet references these expectations.

The Arts - The graduate will:

- ◆ A1. use the arts as a way of expressing ideas, feelings, and beliefs,
- ◆ A2. gain satisfaction from learning the essential skills and technical demands unique to each art form,
- ◆ A3. participate in the arts for enjoyment and personal growth,
- ◆ A4. integrate understanding of the arts by seeking connections and parallels among arts disciplines,
- ◆ A5. understand the dynamics of the creative process and gain insight into his/her work through reflection,
- ◆ A6. observe, discuss, analyze and make critical judgments about the artistic work of others,
- ◆ A7. turn to the arts to further awareness of peoples and cultures,
- ◆ A8. demonstrate understanding of the ways in which technology and invention have historically influenced artists and offered them new possibilities for expression, and
- ◆ A9. contribute to the community by sharing expertise in the arts and by participating in the activities of cultural institutions.

Business - The graduate will:

- ◆ B1. demonstrate knowledge and skill in the use of computers,
- ◆ B2. use a variety of technologies to access, analyze, interpret, synthesize, and communicate information,
- ◆ B3. understand the role of consumer, worker and citizen in the global business and economic environment,
- ◆ B4. demonstrate competence in personal and business financial applications, and
- ◆ B5. identify the correlation between academic achievement and opportunities for success in the workplace.

English Language Arts - The graduate will:

- ◆ E1. demonstrate understanding of the dynamics and structure of the English language and an awareness of its history,
- ◆ E2. respond thoughtfully to all forms of spoken and written literature,
- ◆ E3. write with clarity, coherence, and personal engagement, and
- ◆ E4. demonstrate that he/she is an effective user of a variety of media.

Health Education - The graduate will:

- ◆ H1. demonstrate health literacy in major content areas,
- ◆ H2. demonstrate an appropriate level of physical fitness, and
- ◆ H3. demonstrate behaviors which promote personal and group success in activity settings.

History and Social Science - The graduate will:

- ◆ H-S1. use the study of history to understand and practice the principles and techniques of the discipline, to take the point of view of others in the past in order to develop “historical empathy,” and to use the past as a precondition to making responsible choices in the present,
- ◆ H-S2. acquire, through the study of geography, a sense of place, of global connectedness, and of environment, and use knowledge to discern both the humanity they share with others and individual and cultural differences,
- ◆ H-S3. demonstrate a knowledge of the essential facts, forms of reasoning, and concepts required to understand economic realities, and
- ◆ H-S4. acquire, through the study of civics and government, a knowledge of the duties and responsibilities of citizenship; the purposes, form, and extent of the government and its authority; and the fundamental differences between this form and other forms of government.

Mathematics - The graduate will:

- ◆ M1. use number sense to interpret and represent the world and to enhance mathematical intuition,
- ◆ M2. recognize patterns and describe their relations mathematically using geometry, number sequences, and functions,
- ◆ M3. use geometry and measurement to develop and defend conclusions and to enhance spatial reasoning and visualization skills, and
- ◆ M4. use statistics and probability to fit nonlinear graphs to data, make predictions from various sampling methods, and judge the validity of statistical claims.

Science and Technology - The graduate will:

- ◆ S-T1. use the methods of inquiry to participate in scientific investigation and technological problem solving,
- ◆ S-T2. understand and apply the principles, laws, and fundamental understandings of the natural sciences (physical sciences, life sciences, earth and space sciences),
- ◆ S-T3. understand and apply the design process and the use of technology in society, and
- ◆ S-T4. understand questions and problems of science and technology in the context of human affairs.

World Languages - The graduate will:

- ◆ WL1. communicate in at least one language other than English,
- ◆ WL2. gain knowledge and understanding of other cultures,
- ◆ WL3. develop insight into the nature of language and culture by comparing his/her own language and culture to another,
- ◆ WL4. make connections to other disciplines and acquire information and knowledge, and
- ◆ WL5. participate in local and global communities in other languages.

THE HIGH SCHOOL

Foxborough High School is a comprehensive high school accredited by the New England Association of Schools and Colleges. It serves all the students of Foxborough by providing educational opportunities for those who are planning to attend a 2 or 4-year college/university, technical institutes, as well as those who are planning to enter the workforce or military service.

ELECTING A PROGRAM

Course selections should be made with care. Each student must take at least 6.75 credits per year. All students must earn 24 credits to graduate, pass the Massachusetts Comprehensive Assessment System (MCAS) exams, and must meet the high school graduation requirements outlined in this booklet.

Students are advised to select their courses wisely and realistically, paying special attention to high school graduation requirements, post-high school plans, and teacher recommendations. Counselors will meet with students individually and in groups to discuss the course offerings and requirements. Any student may choose to make an appointment with his/her counselor to discuss the initial selections. The course selection process is very important, and we believe that the selection of a high school program should be a collaborative effort between the student, parents, teachers, and guidance counselors. In addition, guidance counselors will meet with each student in March to discuss the selections and academic plan for the following year.

Requests for course changes in the fall are often not possible or may cause a major disruption in a student's schedule. When conditions seem to suggest a schedule change and such a change is possible, it is the student's responsibility to obtain the approval of the instructor(s) involved, department heads, guidance counselor, administration, and parent/guardian.

GUIDANCE SERVICES

The primary role of the Guidance Counselor is to be an advocate for students. In both direct and indirect ways, the Guidance Department works with students and families to help navigate the many challenges of high school. Scheduling, career/college readiness, and helping students through difficult situations both in and out of school are just a few of the services provided by the Foxborough High School Guidance Department. Guidance Counselors are assigned students alphabetically and work with each student through the duration of their high school career to help foster a relationship over four years. Counselors meet with students in large groups, small groups, and individually to present information and help students discover potential options for their post-secondary plans.

COLLEGE / CAREER INFORMATION

College Counseling

College counselor, Joseph O'Neil, works in the building three days a week to meet with students to discuss post-secondary options. He spends a great deal of time with each individual student and advises him or her on colleges and programs that would be a "good fit". Over the years, our percentage of students furthering their education continues to rise. It is advisable that students planning to attend a four-year college meet or exceed the minimum standards recommended by the Guidance Department and required by Mass State Colleges and Universities.

School to Career

The Foxborough High School to Career Coordinator, Ellen Pillsbury, works with students to help prepare them for employment after high school through a series of group and personalized programs. The broad range of programs provide individualized opportunities for students, including specialized training and school-wide events. In addition, local business and community leaders are brought into the school to foster strong community partnerships.

DUAL ENROLLMENT PROGRAM

The Massachusetts State Department of Education makes available to eligible juniors and seniors a program of enrollment in state colleges and universities, which allows students to earn credits for both high school and college graduation. Students are eligible if they meet the following criteria:

- Are in the 11th or 12th grade
- Have a grade point average of at least 3.0 on an unweighted 4.0 scale
- Have exhausted the high school curriculum in the discipline of interest
- Be recommended by high school principal, teacher, or guidance counselor
- Have written approval from parent/guardian.

Courses are offered to qualified high school students at the reduced rate. The Foxborough School system does not fund college education costs. Students must pay the tuition to attend the courses. College credits earned through the Dual Enrollment Program may or may not be accepted by the college/university a student ultimately attends. Each college/university will make that decision. Eligible students should meet with their counselor during the spring of the year prior to considering this option for the next academic year.

SENIOR PROJECT

Senior Project is a creative, yet structured, deadline-oriented program that is graded and added to a student's transcript. It presents an opportunity for students to work with professionals in the community to gain "real-world" experience and information, using inter-disciplinary approaches, while working on a project outside the traditional classroom. It is a way for students to give back to the community. It is a commitment that must be taken seriously. Projects must have substance and students must have motivation to complete their projects successfully. Resourcefulness, independence and the ability to learn are traits measured by this program. Seniors who participate in the program must have their proposal submitted in the fall and will not attend classes at FHS after Quarter 3. Instead, they will focus their time and energy on meeting the goals of their specific project outside of school. Upon completion, students will present their project to a committee and a grade will be awarded.

LEVELING PRACTICES

We are committed to providing equitable educational opportunity to all students in accordance with the requirements of the Massachusetts Education Reform Law of 1993. As a result, all programs are offered at Advanced Placement, Honors, or College Preparatory Levels. As appropriate course selections are made, please carefully consider the individual course requirements explained in each course description. Those expectations, plus student's prior achievement in the subject area, should give the information needed to make appropriate choices.

ADVANCED PLACEMENT COURSES

Advanced Placement courses are offered in the following subjects:

Biology (<i>Grades 11 & 12</i>)	Psychology (<i>Grade 12</i>)
Calculus (<i>Grade 12</i>)	Spanish (<i>Grade 12</i>)
Chemistry (<i>Grades 11 & 12</i>)	Statistics (<i>Grades 11 & 12</i>)
English (<i>Grade 11-Language and Composition</i>)	Studio Art: 2-D Design (<i>Grades 11 & 12</i>)
English (<i>Grade 12-Literature</i>)	Studio Art: 3-D Design (<i>Grades 11 & 12</i>)
European History (<i>Grade 12</i>)	Studio Art: Drawing (<i>Grades 11 & 12</i>)
French (<i>Grade 12</i>)	U.S. Government and Politics (<i>Grades 11 & 12</i>)
Physics C (<i>Grade 12</i>)	U.S. History (<i>Grades 10 & 11</i>)

Note: Additional AP courses can be found in the VHS course offerings.

TO PROSPECTIVE ADVANCED PLACEMENT STUDENTS

Advanced Placement, a program of the College Board, provides advanced study to able and highly motivated students at a first year college level. Colleges and universities may award credit or exempt students from first year courses, based on grades earned on the Advanced Placement examinations given annually.

Your enrollment in an Advanced Placement course represents a commitment to an intensive course of study at the level of a college freshman course. It is also a **commitment** to take the Advanced Placement examination in May, so that your achievement in this course can be measured against other students across the countries that have taken the same course. It is expected that the student or his or her family will bear the cost of the examination.

In the spring, prior to the beginning of the course, a **MANDATORY** meeting with the teachers and Guidance Department will be held at which time each teacher will explain the standards and expectations of the course, as well as the AP Drop Policy. Summer assignments and required readings will also be distributed at this time. Thus, students and parents will know and understand the requirements and rigor of the course which will eliminate students from dropping courses at the beginning of the school year in the fall. If a student wants to drop an AP class for any reason, they are required to stay in the course for the first five weeks to give the class a chance. If, at that time, a student still wants to drop their AP class, the grade they earned through the first five weeks will appear on their transcript and a "W" for withdraw will be present for the remainder of the year. They will also need to set up a meeting with their Guidance Counselor and an administration prior to dropping the course.

Any student who does not take the AP exam will not receive the AP designation and the level and GPA value will be removed from their transcript. Furthermore, colleges will be notified that this change has taken place to ensure they make appropriate decisions with accurate information.

MARKING SYSTEM

Pupil performance is represented by a letter grade. Five weeks after the start of each term, teachers update their grades books to reflect current student performance and progress reports are available electronically by accessing PowerSchool. Parents will receive usernames and passwords that will allow them to view student grades. At the end of each of the four marking periods, a report card is given to each student to take home.

LEVELS AND GRADE POINT AVERAGES

Courses for students are leveled. Students are assigned to the appropriate level based upon collaborative information between the student, his/her parents and with input from his/her teachers. Students may be enrolled in different level groupings in different subjects of study.

Level Groupings: *Advanced Placement – AP*
 Honors – H
 College Preparatory – CP

GPA and Class Rank (grades 9-12) will be calculated at the end of each school year after all student grades are finalized. FHS uses a weighted 5.0 GPA scale.

Grade Point Average Conversion Table for Each Final Grade to the Student Placement

<i>College Prep</i>			<i>Honors</i>			<i>A.P.</i>		
<i>Grade</i>		<i>Points</i>	<i>Grade</i>		<i>Points</i>	<i>Grade</i>		<i>Points</i>
A+	=	4.33	A+	=	4.83	A+	=	5.33
A	=	4	A	=	4.5	A	=	5
A-	=	3.67	A-	=	4.17	A-	=	4.67
B+	=	3.33	B+	=	3.83	B+	=	4.33
B	=	3	B	=	3.5	B	=	4
B-	=	2.67	B-	=	3.17	B-	=	3.67
C+	=	2.33	C+	=	2.83	C+	=	3.33
C	=	2	C	=	2.5	C	=	3
C-	=	1.67	C-	=	2.17	C-	=	2.67
D+	=	1.33	D+	=	1.83	D+	=	2.33
D	=	1	D	=	1.5	D	=	2
D-	=	0.67	D-	=	1.17	D-	=	1.67
F	=	0	F	=	0	F	=	0

HONOR ROLL REQUIREMENTS

The Honor Roll is published at the conclusion of each of the four terms. It is computed on term grades only. To achieve the Honor Roll, one must be a full-time student, and enrolled in the equivalent of at least 6 major subjects. Any student receiving an A- or better in all subjects in any one term is recognized on the High Honor Roll. Any student receiving an average grade of B or better in all subjects in any one term will be recognized on the Honor Roll. However, students must earn no grade lower than B- in any subject to be considered.

Other grades not recognized for honor roll designations are as follows:

I - Incomplete M - Medical P - Passing W - Withdrawal

GRADUATION REQUIREMENTS

1. ***Students must earn a minimum of twenty-four credits as follows:***

English	4 credits (years)
Mathematics	4 credits (years)
Science (Class of 2020—Minimum 1 Life Science and 1 Physical Science)	3 credits
Social Studies (Students must pass U.S. History II)	3 credits
World Language (In the same language)	2 credits
Physical Education 9, 10, 11, and 12	1.5 credits
Health 9 and 10	.5 credits
Electives	6 credits

2. ***MCAS Requirements***

All students must obtain a score of a 220 or higher on the English Language Arts, Math, and Science MCAS exams in order to fulfill the Commonwealth of Massachusetts graduation requirements.

STUDENT SERVICES

Academic Lab

Grades 9 - 12 Full Year Up to 6x/Cycle

The Academic Lab at Foxborough High School is open each period of the day, Monday through Friday, for student assistance. This course offers specialized instruction and study skills strategies as well as ongoing preparation for transition from high school in accordance with the goals of each student's Individual Educational Program. Students will receive 1 credit for meeting 6 times per cycle for the entire school year.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Transition Beyond High School – S013CP

Grades 11 – 12 .25 credits 3x Cycle

This course is designed to provide an opportunity for students to develop the skills they need for life outside of high school in the areas of further education/vocational training, employment and community experiences. Topics covered will be determined by transition assessments, and student work will be compiled in a resource binder that students will take with them after graduation. Content areas will include personal finance, community participation, personal health and wellness, self-determination and self-advocacy, independent living skills, recreation and leisure skills, employment and post-secondary education.

Expectations for graduates addressed in this course: A3, B3, B4, E2, E3, E4, H1, H-S4,

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

THE TEAM PROGRAM

The TEAM (Therapeutic Environment with an Academic Mission) program is designed to provide assistance and support with everyday life and social skills that are necessary for students to be contributing and active members of society. The program offers supports that range from assistance in general education courses, placement in small group special education classes to a self-contained setting providing specially designed instruction outside of the mainstream. The program also addresses the development of interpersonal skills, communication skills (verbal and nonverbal), and practical skills in personal finance, nutrition and health, and personal safety with a focus on therapeutic, behavioral and educational supports according to the students' unique special needs. Students may remain in the program throughout high school, though the ultimate goal of the program is for the successful integration of the students into the mainstream of Foxborough High School. This program is designed to prepare students to meet all requirements to earn a high school diploma.

Note: This program is available only to special education students. Enrollment in this program is determined through the Special Education IEP process.

DIRECTED STUDY

All students are required to select 6.75 credits per school year. The remaining three blocks will be filled with directed study unless a student is enrolled in Reading, Academic Lab, Jazz Choir, Jazz Ensemble, PE, or Health. Students may utilize the Media Center for research, computer access, study for upcoming tests, finish homework, work on group projects, receive extra help, or meet with their guidance counselor. Although not a graded course, students must be prepared to work during this time.

SOUTHEASTERN REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL

An opportunity is available for a limited number of students who may wish to enroll in the Southeastern Regional Vocational Technical High School. Ninth grade students have an exploratory year to decide on the trade that they wish to follow. Upper-grade students begin to work at their chosen trade immediately.

Southeastern presently offers nineteen high school occupational training programs: Air Conditioning and Refrigeration, Auto Body, Auto Mechanics, Cabinet Making/Mill, Commercial Art, Commercial Foods, Computer Technology, Cosmetology, Diesel Repair, Distributive Education, Electricity, Electronics, Graphic Communication, Health Services (Nursing Assistant and Child Care), House Carpentry, Machine Technology, Metal Fabrication, and Plumbing.

Southeastern also participates in a collaborative vocational and special needs program with two other vocational schools to assist students with moderate special needs.

Southeastern offers a full academic program, varsity sports for men and women, a coed intramural program and an active student government. In addition to a high school diploma, graduates receive a vocational certificate, and job placement services. (All programs are open to both female and male students. See your counselor about these programs.)

NORFOLK COUNTY AGRICULTURAL HIGH SCHOOL

Norfolk County accepts students into grades 9, 10, and 11. This school serves residents of 28 municipalities including Foxborough, on a tuition-free basis.

Norfolk is a four-year, regional high school, which provides high-quality, technical programs in horticulture, arboricultural, natural resources, laboratory animal technology, pet-store operations, dog grooming, equine studies, diesel and gasoline equipment operation, maintenance and repair production, animal science, aquaculture, and environmental studies.

In addition to their regularly scheduled classes, students share many common experiences, which enrich their lives as members of the Norfolk community. Norfolk's academic programs offer students the opportunity to prepare for admissions to a two or four-year college and to complement their technical programs.

TITLE IX

Title IX of the Educational Amendments of 1972 states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or subjected to discrimination under an education program or activity receiving Federal financial assistance.

MASSACHUSETTS GENERAL LAWS, CHAPTER 76, SECTION 5

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study or such public school on account of race, color, sex, religion, disability, national origin or sexual orientation.

Signed by:
Massachusetts Governor William Weld
December 10, 1993

**SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR
INFORMATION - SYNOPSIS OF LAWS**

Title VI of the Civil Rights Act of 1964

Coordinator: Mr. William Yukna, School Business Administrator

Statute prohibits on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Title IX of Educational Amendments of 1972

**Coordinators: Mr. Joseph Heinricher, Assistant Principal - FHS
Ms. Michelle McCarthy, Principal - Burrell School**

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment. (M.G.L. Ch 151B, S3A)

Section 504 of the Rehabilitation Act of 1973

Coordinator: Dr. Sandra Einsel, Special Education Director

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. (34 CFR 104.33)

Americans with Disabilities Act of 1990

Coordinator: Mr. William Yukna, School Business Administrator

The regulations implementing the ADA proved that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address and telephone number of the employee or employees designated pursuant to the paragraph." (34 CFR 35.107(a))

EQUAL EDUCATIONAL OPPORTUNITIES LAWS

Equal Educational Opportunities Act of 1974

Coordinator: Ms. Debra Spinelli, Superintendent of FPS Schools

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S 1203(f))

Mass. General Laws CH. 76, S5 (also known as Chapter 622)

Coordinator: Mr. William Yukna, School Business Administrator

This state law provides that "no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.

Title I of the Elementary and Secondary Education Act of 1965

Coordinator: Ms. Dianne Casilli, M.Ed. ELA/SS K-8

Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services simply because they receive special education services. Also, school districts must ensure that Title I funds are not being misused (e.g. referring a limited English proficient student to a Title I program in order to meet the student's language needs rather than providing an ESL program/class).

SPECIAL EDUCATION

Chapter 688 (transition planning)

Coordinator: Dr. Sandra Einsel, Special Education Director

School districts file a Chapter 688 referral for students with severe disabilities who will need continued services and supports after their eligibility for special education ceases. School districts must make Chapter 688 referrals at least 2 years before the student is expected to graduate from school or turn 22 years of age. This allows time to determine the student's eligibility for adult services and for agencies to include the anticipated cost of services for the student in its budget request that it submits to the state legislature each year.

Art Department



Department Head
Ms. Kelly Arcacha
arcachak@foxborough.k12.ma.us

ART DEPARTMENT

The visual arts courses provide opportunities for all students to build 21st Century Skills in critical thinking, problem solving, communication, collaboration, creativity and innovation.

Introduction to Art and Design - 0851CP

Grades 9 – 12 .5 Credits Semester

As an art appreciation course, Intro to Art focuses on the basic understanding of the Elements of Art (line, shape, form, color, value, space and texture). Projects are designed to give students of all grades and experience levels the opportunity to create art using a variety of 2D and 3D media. Students will develop the ability to appreciate the art and design they encounter in the real world, while developing the creative skills needed for personal self-expression.

Expectations for graduates addressed in this course: E2&4, M2&3, S-T3, WL4, A1-9, H3

Drawing, Painting & Printmaking 1 - 0852CP

Grades 9 – 12 1 Credit Full Year

Drawing and painting from observation are learned skills that can be developed by everyone. This course focuses on the fundamentals of drawing and painting by providing step-by-step instruction in the use of line, shading, texture, perspective, composition and color. Students will be able to use their skills to create personal approaches to any subject matter. Art history will support classroom learning and drawing homework helps students further develop their skills and level of ideas. Any student considering a career in fine art or computer art should take this course before their senior year since most art programs require drawings from observation as part of an admission portfolio.

Expectations for graduates addressed in this course: E2, 3&4, H-S1, M3, S-T2&3, WL4, A1-9, H3

Drawing, Painting, & Printmaking 2 - 0853CP

Grades 10 – 12 1 Credit Full Year

This course builds upon the skills learned in Drawing, Painting, and Printmaking 1 with an additional unit on figure drawing. There is an emphasis on contrast, reflection and highlights as well as more personal and creative compositions in a variety of media. Students will also learn how to use their observational drawing and painting skills to create work from imagination. Art history will support classroom learning and art homework helps students further develop their skills and level of ideas. This course creates the foundation of a college art school admission portfolio.

Prerequisite: Drawing, Painting, and Printmaking 1.

Portfolio - 0859H

Grades 11 – 12 1 Credit Full Year

This course is designed for highly motivated students who are seriously interested in the study of art. Portfolio takes the investigating and accurate rendering skills from Drawing, Painting and Printmaking 2 to the next level. Each project encourages exploration and development of a personal voice and vision. Students will interpret and manipulate color, value, line and other Elements of Art to develop portfolio quality pieces. This course serves also serves as foundation for AP Studio Art. Students will work on pieces that match the College Board's Breadth requirements. ***Prerequisite:***

Prerequisite: Drawing, Painting, and Printmaking 2.

Expectations for graduates addressed in this course: E2&4, H-S1, M3, S-T2&3, WL4

Sculpture 1 – 0855CP

Grades 9 – 12 .5 Credits Semester

In this entry level course, the Elements of Art and Principles of Design are studied as they apply to 3D forms. Additive methods (modeling and construction) and subtractive methods (carving and chiseling) of sculpting will be explored using a variety of tools and materials. Homework will be required. Art History will be studied as it relates to class work.

Expectations for graduates addressed in this course: E2-4, M3, S-T1&3, WL4, A1-9, H3

Pottery 1 – 0856CP

Grades 9 – 12 .5 Credits Semester

In this entry level course students will explore pottery hand-building techniques such as the slab and coil methods of construction. Constructed clay forms will be of a functional nature and emphasis will be placed additive and subtractive designs. Students will also deal with fundamental techniques of glaze application, firing procedures, and displays of finished work. Homework will be required and Art History will be studied as it relates to class work.

Expectations for graduates addressed in this course: E2-4, H-S1, M2&3, S-T2&3, WL2&4, A1-9, H3

Sculpture and Pottery 2 – 0857CP

Grades 10 – 12 1 Credit Full Year

Sculpture and Pottery 2 is designed for serious art students who wish to continue their studies from Sculpture 1 and or Pottery 1. Students will be introduced to the potter's wheel as they learn to center the clay, open the form, and pull walls. Students will produce functional dinnerware as they learn new techniques for trimming and glazing. Abstract sculptural forms will be studied as students work with materials that may include wood, stone (soapstone and alabaster), clay and found objects. Homework will be required and Art History will be studied as it relates to the subject matter.

Prerequisite: Sculpture 1 or Pottery 1.

Expectations for graduates addressed in this course: E2-4, H-S1, M-2&3, S-T2&3, WL2&4, A1-9, H3, H5

Graphic Design 1 – 0863CP

Grades 9 – 12 1 Credit Full Year

Graphic Design 1 is designed for serious art and graphics students who wish to pursue knowledge in the area of computer generated design. In this course, students will focus on the understanding and use of two industry standard software-packages – Adobe Illustrator and Adobe Photoshop. These two sophisticated high-powered drawing and imaging software packages are used today by all major advertising and publishing companies. In this course students will begin to explore the power of Adobe Illustrator and Adobe Photoshop by learning the functionality of the various tools contained within the toolboxes. They will also learn how to apply various filter effects to both drawn and photographic images, how to use and enhance scanned images, and how to import and export both drawn and photographic images so that they could be combined with text to create aesthetically pleasing designs. There will also be a strong emphasis on the use of the Elements of Art and Principles of Design. Students will learn the use of basic tools of design, i.e. the intellectual manipulation of the elements and principles of design to create good art. Student assessment in this course will be project-based.

Expectations for graduates addressed in this course: E2-4, H-S3, M3, S-T3&4, B1, 3&5, H3, A1-9

Graphic Design 2 – 0864CP / 0864H

Grades 10 – 12 1 Credit Full Year

This course is a continuation of Graphic Design 1- 0854. Graphic Design 2 is designed for serious art students wishing to continue their studies in Graphic Design. The Graphic Design curriculum builds on typographic, compositional and digital imaging skills that students started to develop in Graphic Design 1. Students will continue to work with the latest industry standard software (Adobe CD5: Photoshop and Illustrator) as well as traditional fine arts mediums to solve a variety of sophisticated graphic design problems. Final projects will range from 2D posters and prints to 3D package design. This course creates a foundation for an art school admission portfolio relating to a Graphic Design.

Prerequisite: Graphic Design 1 CP.

Expectations for graduates addressed in this course: E2-4, H-S3, M3, S-T3&4, B1,3&5, H3, A1-9

Senior Inc. – 0866H

Grades 11 – 12 1 Credit Full Year

Senior Inc. is the third level in the Graphic Design trilogy of courses. This course will continue to build on knowledge acquired by students in Graphic Design 2. Students will form their own “in-house” graphic design team, setting up meetings, and creating designs for actual clients. This course is for those serious design students who are self-motivated, work well as a member of a team or work group and are looking for real world experience in the field of graphic design.

Prerequisite: Graphic Design 2.

Expectations for graduates addressed in this course: E2-4,H-S3, M3, S-T3&4, B1,3&5, H3, A1-9

Digital Photography – 0865CP

Grades 9 – 12 .5 Credits Semester

This entry level course is designed for students who are looking for an introduction to photography and digital imaging. Students will learn how to use the industry standard software program, Adobe Photoshop, to format, enhance, and manipulate images. There will be a strong emphasis in this course on the uses of the Elements of Art and Principles of Design to create aesthetically-pleasing visual compositions. Student assessment in this course will be portfolio based.

Prerequisite: Basic computer skills.

Expectations for graduates addressed in this course: E2-4, HS-3, M3, S-T3&4, B1, 3&5, H3, A1-9

AP Studio Art: 2-D Design – 0867AP

Grades 11 – 12 1 Credit Full Year

This course is designed for highly motivated students who are seriously interested in the study of art. AP Studio Art: 2-D Design demands significant commitment to the investigation of the formal and conceptual issues relating to the Elements of Art and Principles of Design. The final assessment for AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP portfolios are assessed on (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical and expressive means of the artist. The student's work should reflect these three areas of concern: quality, concentration and breadth. Since this course is a rigorous introduction to college studio art courses, students will need to work outside the classroom, maintain a sketchbook or a journal, and participate in ongoing group and individual critiques. By signing up for this AP course, students agree to submit the associated AP final portfolio. The 2-D Design Portfolio may include graphic design, typography, digital imaging, collage, mixed media, painting, drawing or photography. ***Prerequisite: Grade B+ or better in Portfolio or Senior Inc., a teacher's recommendation and sample of the student's strongest artwork, submitted to the teacher of the AP course for approval.***

AP Studio Art: 3-D Design – 0843AP

Grades 11 – 12

1 Credit

Full Year

This course is designed for highly motivated students who are seriously interested in the study of art. AP Studio Art: 3-D Design is intended for highly motivated student who are seriously interested in sculptural issues. In the 3D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. Students are able to show an enduring understanding of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, ceramics, glass work, assemblage and 3-D fabric/fiber arts. The final assessment for AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP portfolios are assessed on (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical and expressive means of the artist. The student's work should reflect these three areas of concern: quality, concentration and breadth. Since this course is a rigorous introduction to college studio art courses, students will need to work outside the classroom, maintain a sketchbook or a journal, and participate in ongoing group and individual critiques. By signing up for this AP course, students agree to submit the associated AP final portfolio.

Prerequisite: Grade B+ or better in Sculpture and Pottery 2, a teacher's recommendation and sample of the student's strongest artwork, submitted to the teacher of the AP course for approval.

AP Studio Art: Drawing – 0844AP

Grades 11 – 12

1 Credit

Full Year

This course is designed for highly motivated students who are seriously interested in rendering forms and surface manipulations. AP Studio Art: Drawing demands significant commitment to the investigation and interpretation of drawing issues and media. The final assessment for AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP portfolios are assessed on (1) a sense of quality in a student's work; (2) the students' concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical and expressive means of the artist. The student's work should reflect these three areas of concern; quality, concentration and breadth. Since the course is a rigorous introduction to college studio art courses, students will need to work outside the classroom, maintain a sketchbook or a journal, and participate in ongoing group and individual critiques. By signing up for this AP course, students agree to submit the associated AP final portfolio. The Drawing Portfolio may include both abstract and observational drawings in any media. More focus is placed on use of mark-making than in AP Studio Art: 2-D Design.

Prerequisite: Grade B+ or better in Portfolio or Senior Inc., a teacher's recommendation and sample of the student's strongest artwork, submitted to the teacher of the AP course for approval.

Independent Study

Grades 11 – 12 1 Credit Full Year

These courses are designed for those serious art students wishing to continue their study of art beyond Sculpture and Pottery 2, Graphic Design, and the Portfolio course. Curriculum for these three courses will be developed on an individual basis to meet the needs of each student. Assessment will be conducted on a contract and portfolio review basis. Contracts and portfolios will be reviewed a minimum of four times a semester. Art History will be studied as it relates to class work and two Art History papers and/or projects will be required.

Prerequisite: Sculpture & Pottery 2, Portfolio Art, Graphic Design 2, and Senior Inc., or permission of instructor.

Expectations for graduates addressed in this course: E2&4, H-S1, M3, S-T1&3, WL4, A1-9, H3

The required Independent Study Proposal Form must be completed by March 25, 2016.

Drawing & Painting – 0860H

Grades 11 – 12 1 Credit Full Year

Sculpture & Pottery – 0861H

Grades 11 – 12 1 Credit Full Year

Graphic Design – 0869H

Grades 11 – 12 1 Credit Full Year

Visual Art Progression to develop college ready portfolios

The following framework is a suggested progression of classes for students interested in pursuing visual art in college.

Fine Arts

Grade 9

DDP1

Grade 10

DDP2

Grade 11

Portfolio

Grade 12

AP Drawing or AP 2D

Graphic Design

Grade 9

Graphic Design 1

Grade 10

Graphic Design 2

Grade 11

Senior Inc.

Grade 12

AP 2D

Sculpture and Pottery

Grade 9

Pottery1/Sculpture1

Grade 10

Sculpture & Pottery 2

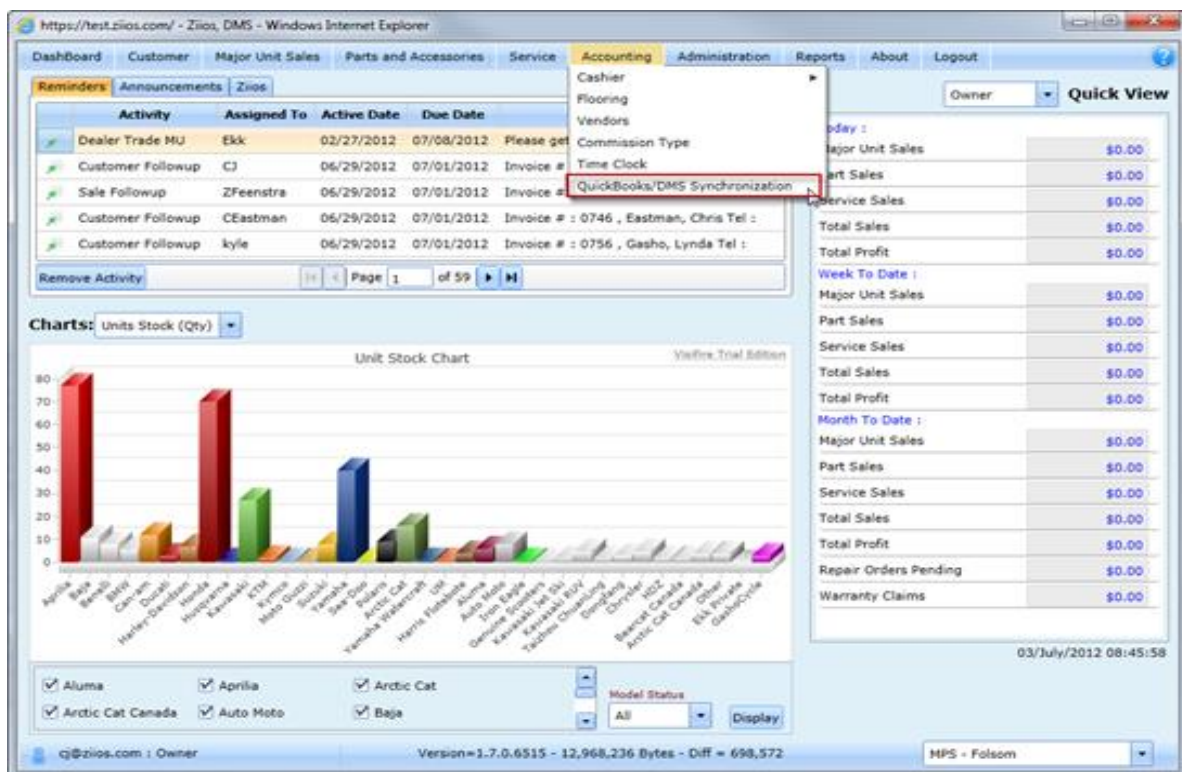
Grade 11

Independent Study

Grade 12

AP 3D

Business Department



Head Teacher
Mr. Jon McCabe
mccabej@foxborough.k12.ma.us

BUSINESS EDUCATION DEPARTMENT

The Business Department has entered into articulation agreements for Tech Prep* with New England Institute of Technology and Massasoit Community College. Students will receive college credits for successfully completing Foxborough High School Business Department courses in specific subjects. The courses, which have been approved by designated colleges, are listed below. Please see your guidance counselor or a member of the business department for further information.

- Computer Applications for Business
- Accounting 1
- Accounting 2
- Marketing

Accounting 1 - 0611CP / 0611H

Grades 9 - 12 1 Credit Full Year

This course is designed for the college-bound or career-oriented student. The purpose of Accounting 1 is to teach the fundamental concepts of double-entry accounting. Emphasis is placed on the basic accounting cycle for a service business organized as a sole proprietorship and merchandising business organized as a corporation. Students are taught to journalize business transactions, post, prepare and interpret financial statements. Included in the course content is an automated accounting program covering the general ledger, accounts payable, and accounts receivable. Use of the computer by all students is a requirement.

Expectations for graduates addressed in this course: M1, B2-5, H3, E4

Accounting 2 - 0612CP / 0612H

Grades 10 - 12 1 Credit Full Year

Advanced accounting provides a review of the fundamental principles with a more detailed presentation of the accounting cycle. The course content includes accounting for: uncollectible accounts receivable, plant assets and depreciation, inventory, notes and interest, accrued revenue and expenses and partnerships. All of these topics require accuracy in basic math skills in addition to an understanding of accounting principles. The goal of this course is to train the more competent student for entry-level accounting positions and to lay the foundation for building a career in the field. To further equip the student in modern accounting methods, computerized accounting techniques are included in the course instruction. Use of computers by all students is a requirement.

Prerequisite: Grade of B in Accounting 1 CP/H.

Expectations for graduates addressed in this course: M1, B1-5, H3, E4

Computer Applications for Business - 0621CP/ 0621H

Grades 9 - 12 .5 Credits Semester

This course begins with the reinforcement of proper keyboarding skills. Students will then learn basic and advanced features of Microsoft Office, the leading Desktop Publishing business software application that includes Word, Excel, and PowerPoint. Students will perform activities, which are consistent with business standards and will develop a portfolio of their documents.

Expectations for graduates addresses in this course: E3, B1, 2&5

Personal Finance – 0630CP / 0630H

Grades 9 – 12 .5 Credits Semester

This course assists students in learning the basics of personal finance including such topics as career planning, money management strategies, banking, obtaining and using credit, housing options, and investment strategies. Students will also participate in an interactive stock market simulation. Students are also able to demonstrate their skills using a computer simulation that allows them to experience real-life financial situations in a virtual setting.

Expectations for graduates addressed in this course: E3&4, H-S3, B3-5

Business Law 1 – 0640CP / 0640H

Grades 9 – 12 .5 Credits Semester

This course emphasizes the foundation of the legal system including such topics as constitutional law, criminal law and procedure, civil law and procedure, and contracts. Videos of trials will be viewed and analyzed. Students will also get to participate in mock trial activities.

Expectations for graduates addressed in this course: E3&4, H-S3, B2,3&5

Business Law 2 – 0641CP / 0641H

Grades 9 – 12 .5 Credits Semester

This course is a continuation of Business Law 1-0640. Topics of study include sales contracts, consumer protection, property law, employment contracts, starting your own business, and negotiable instruments. Videos of trials will be viewed and analyzed. Students will also get to participate in mock trial activities.

Prerequisite: Business Law 1 CP/H.

Expectations for graduates addressed in this course: E3&4, H-S3, B2,3&5

Marketing – 0650CP / 0651H

Grades 9 – 12 .5 Credits Semester

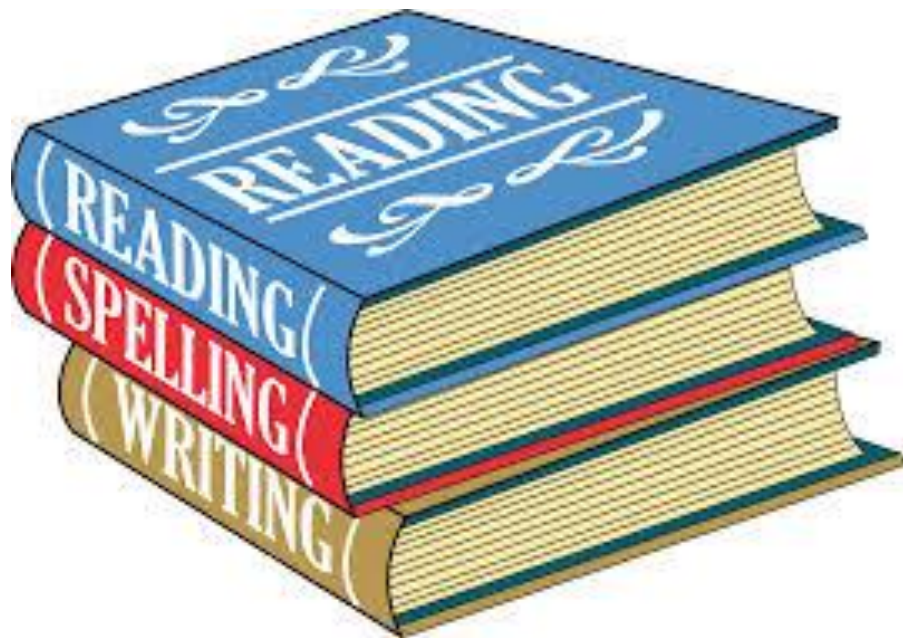
This course is designed for the college-bound or career-oriented student who has an interest in the field of business. The general aim of the course is to develop an understanding of the various marketing functions and how they relate to the global economy. Students apply marketing concepts using a virtual business computer simulation where they have the opportunity to run a small business. Students are also exposed to “real world” projects through their involvement with the School Store.

Course requirement: Basic computer operation, participation in school store projects.

Expectations for graduates addressed in this course: E3&4, H-S3, B2-5

NOTES:

English Department



Department Head
Ms. Shannon Wasilewski
wasilewskis@foxborough.k12.ma.us

ENGLISH DEPARTMENT

English 9 – 0111H / 0112CP

Grade 9 1 Credit Full Year

Freshman English is designed to give students a strong foundation for their future study of English. A review of grammatical concepts emphasizes the integration of speech, reading, and writing. General language usage, improvement of sentence structure, punctuation, spelling accuracy, and vocabulary expansion are included in the program. Instruction is given in writing descriptive, narrative, informative, and expository essays.

The literature component of the curriculum emphasizes not only the skills needed for close reading and comprehension, but also the structure and background of various types of literature. Careful attention is placed on the recognition and application of the literary concepts as a means towards becoming a more proficient reader and writer. Outside reading is required in both honors and college level classes.

Prerequisite for Honors: Grade of B+ or better in English 8, score of Advanced on MCAS, and teacher recommendation.

Students in Honors: Students should be highly motivated, accept the challenges of an academically rigorous curriculum, be able to work independently, read above grade level, write proficiently for the grade and level, and meet the pace of an advanced curriculum.

Expectations for graduates addressed in this course: E1-4, H-S1&2, B1&5, WL2, A3,4&8,H3

English 9A – 0145CP

Grade 9 1 Credit Full Year

This offering is designed to parallel the curriculum and syllabus taught within English 9, while providing individualized pacing, accommodations, and modifications through specialized instructional methods. English 9A provides a foundation in written expression as well as the development of general language usage, vocabulary, and comprehension. The literature component requires students to combine and practice close/active reading, writing, and analytical skills and strategies. Participants are expected to produce regular expository pieces based on the literature studies. Outside reading and assignments are required parts of the course.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: E1-4

English 10 – 0121H / 0122CP

Grade 10 1 Credit Full Year

Sophomore English solidifies the student's knowledge of the essentials of grammar; grammatical patterns are studied and analyzed in relation to the more detailed study of exposition. Vocabulary skills are broadened through practice and literature study. In the study of composition, coherence, unity, and organization are emphasized with specific attention to building skills in persuasive and expository techniques, in addition to continued practice in narrative and descriptive writing. The literature program, which focuses both on a study of US seminal texts and representative writers of each of the major literary periods between the 1600s (Puritanism) and the 1860s (Transcendentalism), is designed to increase the students' appreciation of American ideals, important literary movements, trends and elements of style. Students are expected to demonstrate an understanding and appreciation of literature through analysis, synthesis, and evaluation. The course also includes rhetorical analysis of nonfiction essays and speeches. Outside reading is required. Students will participate in collaborative projects, use technology to demonstrate

learning, make oral presentations, complete a research project, and write two primary source papers on major literary selections.

Prerequisite for Honors: Grade of B+ or better and teacher recommendation in English 9 CP; a B or better and teacher recommendation in English 9 H.

Students in Honors: English students should be **highly motivated**, willing to accept the challenge of an academically rigorous curriculum, able to read above grade-level, write proficiently, work independently, and meet the pace of the advanced level.

Expectations for graduates addressed in this course: L1-6,SL1-6,RL1-2,4-10,W1-5,7-10,RI-1-10

English 10A - 0147CP

Grade 10 1 Credit Full Year

This offering parallels the curriculum and syllabus taught within English 10, while providing individualized pacing, accommodations, and modifications as needed. Students receive specialized instruction in English 10A, which is designed to strengthen a student's foundation in written expression/usage and deepen reading comprehension and independence. Instruction requires students to combine habits of mind related to active reading and on-demand expository writing through recursive, analytical skill building and strategies. Participants are expected to produce unified, carefully structured and presented (revised and edited) expository pieces based on the literature studied. Outside reading and assignments are required parts of the course.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: E1-4

English 11 - 0131H / 0132CP

Grade 11 1 Credit Full Year

Junior English includes application of the fundamentals of grammar, further development of vocabulary and a more detailed study of the principles of analytical and argumentative writing. Clarity of expression, the logical development of ideas, use of text support, and a simple vigorous style are emphasized in writing and speaking. The literature program, which focuses both on a study of seminal US texts and representative writers of each of the major literary periods between 1865 (Realism) and the present (Post Modernism), is designed to increase the students' appreciation of American ideals, important literary movements, trends and elements of style. The course includes rhetorical analysis of nonfiction essays and speeches. Outside reading is required. Students will participate in collaborative projects, use technology to demonstrate learning, make oral presentations, complete a research project, and write one primary source paper on a major literary selection.

Prerequisite for Honors: Grade of B+ or better in English 10 CP and teacher recommendation; grade of B or better in English 10 H and/or teacher recommendation.

Students in Honors: This is an academically rigorous course, which offers more depth of content knowledge and skill development than College Preparatory English. The advanced course is designed for **highly motivated** students who have demonstrated proficiency in English, as the course requires extensive reading and advanced writing, as well as analytical and interpretative skills.

Expectations for graduates addressed in course: L.1,2, W.5, W.5, L.4, RI.4, L.1, SL.1,3, L.1-2, RL.4-6, RI.5, RL.9, RI.7-8, RL.1-3, RI.2, W.1-3, W.4,5, RL.10, W.7-9, W.10, L.6, RI.9,

English 11 – Advanced Placement Language and Composition – 0130AP

Grade 11 1 Credit Full Year

This course is for the student who possesses advanced (above grade level) reading and writing skills and who demonstrates an ability and motivation to pursue an intense study of rhetoric and composition. The student who elects this course will learn to be a skilled reader of complex, primarily non-fiction, prose from various periods and a writer who can compose in a variety of modes for a variety of purposes. The major focus will be in writing expository, analytical, and argumentative essays. Students will be expected to write each week, with longer writing tasks assigned monthly. This course will focus on the development of language in general and students will be given instruction on the rhetorical elements of composition in order to recognize and employ these devices into their own essays. Students choosing to take this course must be highly motivated, independent, and organized.

Students completing this course are required to take the Advanced Placement examination.

Recommendation: Grade of B+ or better and teacher recommendation in English 10 CP or a grade of B or better and teacher recommendation in English 10H.

Expectations for graduates addressed in this course: E1, 2&3, H-S1, H-S4, WL2, A1, 4&9

English 11A – 0146CP

Grade 11 1 Credit Full Year

This offering parallels the curriculum and syllabus taught within English 11, while providing individualized pacing, accommodations, and modifications as needed. Students receive specialized instruction which is designed to strengthen a student’s foundation in written expression/usage and deepen reading comprehension and independence. Instruction requires students to combine habits of mind related to active reading and on-demand expository writing through recursive, analytical skill building and strategies. Participants are expected to produce unified, carefully structured and presented (revised and edited) expository pieces based on literature studied.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: E1-4

12th Grade ENGLISH CURRICULUM 2016-2017 - Required Courses:

AP English Literature and Composition (Full Year – 1 Credit)

Or

British Literature (Semester – .5 Credits)

AND a semester elective (.5 Credits)

Elective course offerings which count toward fulfilling the senior English requirement:

Advanced Creative Writing

American Literature and Media

Dystopian Literature

Journalism

The Literature of War

Poetry Workshop

Public Speaking

The Role of Women in Literature

Sports in Literature

Each elective course has both a College Prep and an Honors option. Students choosing to take any elective for Honors credit will do so in the first week of the course.

English 12 – Advanced Placement Literature – 0140AP

Grade 9 1 Credit Full Year

In this Advanced Placement English course, the students will sharpen their awareness of language and their understanding of the author's craft. They will develop critical standards for the independent appreciation of any literary work and will increase their sensitivity to literature as a shared experience. Writing assignments will focus on the critical analysis of literature, include essays on exposition and argument, and may include personal narrative and creative writing. Students will study intensively, several representative works from various genres and periods. They will be expected to write each week, to complete at least two formal analytical papers based on the selections of the course, and to complete additional outside readings each quarter. Students will also be expected to participate in seminar discussion, to have strong writing skills, and to understand the responsibilities required for a college level course.

Students completing this course are required to take the Advanced Placement examination.

Recommendation: Grade of B+ or better and teacher recommendation in English 11CP or a grade of B or better and teacher recommendation in English 11H.

Expectations for graduates addressed in course: E1-4, H-S1, B1, WL2, A1,3&5, S-T4

British Literature – 0144H / 0144CP

Grade 12 .5 Credits Semester

There is more to Britain than tea and crumpets. This mandatory senior semester course looks at how British authors revealed the standards of their times through their literary heroes. Students will read selections from British authors such as Shakespeare, Chaucer, Swift, and/or Shelley, and be encouraged to develop an appreciation for different literary genres and themes. In addition to writing several shorter literary analysis essays, students will be expected to complete a literary analysis term paper. Formal speech and recitation opportunities may also be provided.

Note: Successful completion of the literary analysis paper is a graduation requirement.

Expectations for graduates addressed in this course: E1-4, A3&7, B1&5, H3, H-S1

The Honors course will offer students more opportunities to read, analyze, and discuss British Literature. Honors assignments and requirements will be completed primarily outside of class and students choosing to take the course for Honors credit are expected to be highly motivated, independent, and organized. Students electing to take the course for Honors credit will do so during the first week of the course.

English 12A – 0143CP

Grade 12 1 Credit Full Year

This offering parallels the curricula and syllabi taught in grade 12 English courses, while providing individualized pacing, accommodations, and modifications as needed. Students receive specialized instruction which is designed to strengthen a student's foundation in written expression/usage and deepen reading comprehension and independence. Instruction requires students to combine habits of mind related to active reading and on-demand expository writing through recursive, analytical skill building and strategies. Participants are expected to produce unified, carefully structured and presented (revised and edited) expository pieces based on literature studied.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: E1-4

ENGLISH ELECTIVES

The Literature of War – 0105CP / 0105H

Grades 11 – 12 .5 Credits Semester

Throughout history, war has been a constant, devastating, yet sometimes necessary factor in our lives. In this course, students will explore what the literature of war expresses about one's society, culture, and values. Over the course of a semester, students will read, write about, view, and discuss works of informational and expository literature that communicate the political and human cost of war, the effects it has on future generations, and the changes it forces in our lives. The reading in this course will be rigorous; students should be prepared to read independently outside of class and then come to class ready to discuss the literature daily. Regular quizzes, analytical papers, student-led discussions, and other assessments will be given frequently to ensure that all students are mastering the material; honors students will also be required to complete additional outside reading and writing assignments. Current events will also be discussed in class on a weekly basis. Texts will include works by Sun Tzu, Niccoló Machiavelli, Charles Dickens, Marjane Satrapi, Tim O'Brien, and others.

Expectations for Graduates Addressed in this Course: E2, E3, E4, A1

Creative Writing – 0151CP / 0151H

Grades 9 – 10 .5 Credits Semester

This course is for the student who enjoys writing poetry, prose, fiction, or personal narrative. This course is also for the student who wishes to explore various kinds of creative writing, while learning about the skills and techniques a writer uses in order to communicate his/her ideas to an audience. Emphasis is placed on finding one's voice and subjects. Classes include writing workshops in which student / teacher conferences occur frequently and works-in-progress are shared regularly. A portfolio of completed work is required.

Expectations for graduates addressed in this course: E1&3, A1,6&9, B1, H3

Advanced Creative Writing – 0152CP / 0152H

Grades 11 – 12 .5 Credits Semester

"The role of a writer is not to say what we all can say, but what we are unable to say."...Anais Nin

This course will explore the elements of good writing including imagery, voice development, characterization, creation of setting, dialogue, and story plotting. All of these elements will be used in the discussion and creation of various genres of literature including poetry, fiction, creative nonfiction, and dramas. Students should expect daily journaling, in class writing, drafting and revising, and the development of a semester portfolio. The semester portfolio would include the rough drafts, revising notes, final drafts, and reflections of varying genres that originate in journaling or in a class writing activities.

Expectations for graduates addressed in this course: E1&3, A1,6&9, B1, H3

Public Speaking – 0157CP / 0157H

Grades 11 – 12 .5 Credits Semester

This course is designed to develop confidence and skill in oral communication and presents opportunities for practice in the fundamentals of speaking, both impromptu and prepared. Units of study are designed around real world speaking scenarios, including toasts, eulogies, demonstrations, and job interviews, as well as more creative situations, such as the infomercial and public apology for a scandal. Students will use the SPAM model not only to create, but also to analyze speeches. All students are required to complete a formal paper analyzing a significant speech of their choice, as well as a researched extemporaneous speech on a current event of their choice.

Expectations for graduates addressed in this course: E1-4, H-S1, A2,3,5&6, B2

Journalism – 0158CP / 0159H

Grades 9 – 12 .5 Credits Semester

This course emphasizes the creating of a writing product that can be used in student publications. Students will learn a range of skills related to gathering the news responsibly to evaluating the final product. Topics of the course will include the history and ethics of journalism as well as writing news, feature and sports stories, and editorials. Headline writing and layout design will also be included.

Expectations for graduates addressed in this course: E1-4

American Literature and Media – 0160CP/0160H

Grade 12 .5 Credits Semester

With the remarkable advances in technology over the past century, American literature has become increasingly accessible to young adults. This course focuses on how audiences perceive American culture through various forms of literature (novels, films, poems, songs, social media, blogs, critical essays, screenplays, and short stories). Focusing on informational and expository texts that represent our love of suspense, curiosity about American history from the beginning of the 20th century, and common experience of feeling alienated and disillusioned from our peers, students will read, write about, view, and discuss works of literature that address issues relevant to American culture. All students will be expected to create original narrative works, conduct debates, compose critical analyses, and design group projects; honors students will also be required to complete additional outside reading and writing assignments. Texts will include works by Anderson, Atwood, Belton, Benchley, Blakemore, Collins, Coppola, Darabont, Hitchcock, Hughes, Joyce, King, Kubrick, Nichols, Pileggi, Poe, Puzo, Scorsese, Shaw, Simon and Garfunkel, Spielberg, Webb, Winch, and Woolrich.

Note: Students who plan to participate in Division I college athletics should speak to their guidance counselors prior to enrolling in this course.

Note: Due to the content of some of the films, parental/guardian permission is required for all students electing to take this course.

Expectations for graduates addressed in this course: E2,3 &4, A1

The Role of Women in Literature – 0185CP / 0185H

Grades 11 – 12 .5 Credits Semester

“I do not wish women to have power over men; but over themselves.” Mary Wollstonecraft

This course will introduce students to a variety of works by and about women from various historical, social, and literary perspectives. Through the reading of various genres, students will explore how gender roles develop and change, how women's views of themselves are reflected in their writing, and how society and culture influence gender roles and the female identity. Works to be studied may include *The Taming of the Shrew*, *The Awakening*, *American Indian Stories*, as well as supplementary poems, short stories and non-fiction selections. Students should expect to be assessed in a variety of ways, including reading responses, quizzes/tests, discussion, and essays. The course will culminate with student presentations of outside reading projects.

Expectations for graduates addressed in this course: E1-4, A3&7, B1&5, H3, H-S1

(New Course 2016-2017)

Sports in Literature - 0187CP / 0187H

Grades 11 - 12 .5 Credits Semester

Sports are the fabric of American life. We live for the exhilaration of victory and the devastation of defeat. We watch sports on television, listen to sports analysis on the radio, and play fantasy sports online. With the same passion, we celebrate the impossible catch and criticize the blown call. What does the American love affair with sports tell us about our culture? In this course, we will analyze fiction, nonfiction, poetry, and films that can help us find an answer to this question.

Expectations for graduates addressed in this course: E1-4, A3&7, B1&5, H3, H-S1
(New Course 2016-2017)

Poetry Workshop - 0190CP / 0190H

Grades 9 - 12 .5 Credits Semester

In his song *Jungleland*, while depicting the sheer chaos and cacophony of city life, Bruce Springsteen laments, "And the poets down here don't write nothing at all, they just stand back and let it all be." Why does Springsteen wish otherwise? Why does our society need poets? What do they do for us? In this course, we will read some of the finest poetry ever written (from poets such as Frost, Whitman, Dickinson, Keats, Angelou and Collins) in an attempt to understand not only the poems themselves, but to understand the true nature of a poet's soul. Once we arrive at some conclusions, and of course, "take the road less travelled" we will examine the creative and spiritual genius in all of us---and like Walt Whitman---we will attempt to "sound our barbaric yawp over the rooftops of the world."

Expectations for graduates addressed in the course: A 1-7, B2, E1-4, H-S 1

Dystopian Literature - 0192CP / 0192H

Grades 11 - 12 .5 Credits Semester

In the last few years, post-apocalyptic and dystopian novels and films have captured the imagination of a new generation. What is so engaging about dystopian societies? What can dystopian literature tell us about the time in which it is written? How do these stories serve as warnings to future generations? Students in this course will attempt to answer these questions by reading, analyzing, discussing, and writing about several post-apocalyptic and/or dystopian novels, short stories, and films from several time periods. Students will also engage in a mix of collaborative and independent projects and presentations.

Expectations for graduates addressed in this course: E1-4, A3&7, B1&5, H3, H-S1
(New Course 2016-2017)

Introduction to Theatre Arts - 0154CP / 0154H

Grades 9 - 12 .5 Credits Semester

This course focuses on basic acting techniques (including improvisation), proper use of basic theatre terminology, script analysis, group and/or individual scene writing, and monologue/scene work. It may also include theater history. The class is designed for students interested in exploring the performance component of Theatre Arts. Practical application of skills, performance, and understanding of theory will be evaluated and there will be opportunities for informal performances in front of intimate audiences.

Expectations for graduates addressed in this course: E2&3, H-S1, WL2, A2, 3,5,6,7,8 & 9

Advanced Theatre Arts - 0155CP / 0155H

Grades 9 - 12 .5 Credits Semester

This course is designed to address the needs of the student who has already completed the Intro to Theatre class and wishes to continue in his/her study of the theater. Students will polish acting techniques and perform a variety of monologues and scenes. The following are some of the many topics that may be explored in this class: topics in theater history, individual dramatists, script writing, costume, make-up and lighting, the theater industry, and/or the components of basic directing. Practical application of skills, performance, and understanding of theory will be evaluated and there will be opportunities for informal performances in front of intimate audiences. Advanced students are expected to model proper techniques and skills for students taking the Introductory course. Advanced students will also conduct independent research and create a project/presentation on a topic of their choice.

Prerequisite: Intro to Theatre Arts or instructor's approval.

Expectations for graduate addressed in this course: E2&3, H-S1, WL2, A2, 3,5,6,7,8 & 9

Independent Study in Theatre Arts - 0156CP / 0156H

Grades 11 - 12 .5 Credits Semester

This course is only available upon approval of the Theatre Arts teacher. Areas of study may include Performance, Technical Theatre, or Directing. Students are expected to be self-sufficient, utilizing periodic conferencing with the teacher as a guide in the completion of the course. Objectives, materials, assessments, and plans for conferencing should be discussed with the Theatre Arts teacher prior to submission of the Independent Study Proposal.

The required Independent Study Proposal Form must be completed by March 24, 2016.

Expectations for graduates addressed in this course: E2&3, H-S1, WL2, A2, 3,5,6,7,8&9

ACT and SAT Review - 0148AH

Grade 11 .5 Credits Semester

This course is designed to help the student prepare for the reading and writing portions of the SAT and ACT tests. In addition to reviewing test-taking strategies, the course will also provide instruction in analytical reading skills, vocabulary in context, grammar, and composition. Students will also review and practice the skills specific to reading and analyzing non-fiction. This course is designed for students who wish to improve their SAT/ACT scores in the close reading, grammar, and composition portions of the tests.

Prerequisite: Teacher recommendation and /or student's selection.

Expectations for graduates addressed in this course: E1, 2

MCAS English Review - 0150CP

Grades 9 - 12 .5 Credits Semester

This course is designed to improve the student's reading and writing skills in preparation for the MCAS test. Students will learn the skills of close reading in a variety of genres. Prewriting and drafting practices will be central to writing Open Response and Long Composition essays. This course focuses on test taking skills required for the MCAS test. Students will earn .5 credits for each course towards graduation, but the credits will not count towards the English graduation requirement of four credits.

This course is required for students who scored below 220 on MCAS ELA exam.

Prerequisite: Teacher recommendation.

Expectations for graduation: E1,2&3, A1, B1

Structured Reading – 0180CP

Grades 9 – 12 .5 Credits Semester

Structured Reading is a program designed to teach the structure of the language in a systematic, cumulative, multi-sensory manner which emphasizes phonological awareness, decoding, encoding, fluency, and vocabulary resulting in skills that will improve reading comprehension.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in the course: E1-4, WL4

Reading Comprehension – 0181CP

Grades 9 – 12 .5 Credits Semester

This course is designed to increase reading comprehension through the instruction of close reading and active literacy strategies including but not limited to visualizing, activation of prior knowledge, summarizing, predicting and evaluating text. Additionally, goals are enhanced inferential thinking and gaining broader vocabulary through context.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in the course: E1-4, WL4

NOTES:

Family & Consumer Sciences



Teacher
Mrs. Nancy Behling
behlingn@foxborough.k12.ma.us

FAMILY AND CONSUMER SCIENCES

Introduction to Foods - 0810CP

Grades 9 - 12 .5 Credits Semester

Students will learn the basic principles of food preparation, kitchen safety and sanitation, food safety, and nutrition / healthy eating. Foods to be prepared in lab include: yeast breads, quick breads, pasta, soups, pastry, salads, meats, and vegetables. Students should like a variety of foods and be open to trying new flavors.

Expectations for graduates addressed in this course: E2&4, H-S2, M1, S-T3, WL2&4, A1-9, B3&5, H3

Advanced Foods - 0811CP

Grades 10 - 12 .5 Credits Semester

For self-motivated students, this course goes beyond the basic skills acquired in Introduction to Foods. Students will learn the influence that climate, geography, history, and culture have on the foods typical of Italy, France, China, as they prepare these foods in lab.

Expectations for graduates addressed in this course: E2&4, H-S2, M1, S-T3, WL2&4, A1-9, A7, B3&5, H3

Prerequisite: Introductory to Foods

Child Development - 0820CP

Grades 10 - 12 1 Credit Full Year

This course will enable the student to study the basic needs of children from prenatal care through adolescents. This class will explore the emotional, physical and intellectual development of the growing child. The course will help teens in their preparation for adult living, parenthood and child related careers.

Expectations for graduates addressed in this course: E2&4, S-T3, A1-9, B, B3&5, H3

NOTES:

Group Guidance



Department Head
Ms. Lauren White
whitel@foxborough.k12.ma.us

GROUP GUIDANCE

Grades 9 – 12

Grades 9-12

5 Weeks

Group Guidance is a four-year sequential program in educational planning and career and college readiness. This program provides opportunities for students to identify their interests, abilities, and values and apply these to career and post high school educational decisions. All students will be assigned to a group that will meet once per cycle for five consecutive weeks.

Freshman Guidance – 0009CP

1x/Cycle for 5 weeks during Quarter 1

Freshman Group Guidance is designed to help transition freshmen from middle school to high school. During the first five weeks of the school year, we will cover a range of topics which include the role of the counselor, “need to know” information about high school procedures and expectations. An emphasis will be put on the beginning stages of post-secondary planning. The competitive college landscape will be explained and the importance of the transcript, class rank, course rigor and college requirements will also be covered. In addition, students will use the web-based program, Naviance, to help them identify strengths, weaknesses, and potential college majors/career paths.

Expectations for graduates addressed in this course: B5, H3

Sophomore Guidance – 0010CP

1x/Cycle for 5 weeks during Quarter 3

During the Sophomore program, students will review high school transcripts and class rank, compute GPAs, and review grades. In addition, we will review high school graduation and college requirements. An orientation on money management and budgeting will also be covered. Finally, students will use the web-based program, Naviance, to build a resume, search for colleges, and help identify their interested and potential fields of study/career opportunities.

Expectations for graduates addressed in this course: B5, H3

Junior Guidance – 0011CP

1x/Cycle for 5 weeks during Quarter 1

Junior Group Guidance expands on identifying post-secondary plans for students. Naviance is used to help students explore potential college, major, and career options through College Search, College SuperMatch, College Lookup, College Compare and Scattergrams. Juniors will also explore educational and vocational training, which may include job shadows. Information regarding the ACTs and SATs will be provided and students will begin test registration plans. Students will greatly focus on the first stages of college process, which includes a focus on course rigor, standardized tests, and college visits.

Expectations for graduates addressed in this course: B1, H3

Senior Guidance – 0012CP

1x/Cycle for 5 weeks during Quarter 1

The senior guidance program focuses on post high school educational planning including job-seeking skills, college exploration and college admission procedures. Guidance class will help students analyze their high school transcript and ACT/SAT scores, we work with you to help you put your best foot forward when applying to schools, i.e. letters of recommendation, application procedures, the Common Application, E-mail address protocol, Naviance, college essays, weighted GPA vs. unweighted GPA, Scholarship information, social media; prepare them for interviews and other strategies to help them be successful after their high school experience.

Expectations for graduates addressed in this course: B1, H3

Mathematics Department

Section 10.5 -- Factoring Perfect Squares

*Recall: Special Formulas

$$(x + y)^2 = x^2 + 2xy + y^2$$

Now, instead of making rectangles, we are making squares!

The diagram shows a large square divided into four regions: a green square of side length x (area x^2), a blue square of side length y (area y^2), and two orange rectangles of dimensions x by y (each area xy , total area $2xy$). The regions are arranged in a 2x2 grid: top-left is x^2 , top-right is xy , bottom-left is xy , and bottom-right is y^2 .

Department Head
Ms. Susan Carle
carles@foxborough.k12.ma.us

MATHEMATICS DEPARTMENT

Graphing Calculator Policy for Grades 9-12

All students in grades 9-12 mathematics courses are required to have a graphing calculator. When purchasing a new calculator, students are encouraged to purchase one from the TI-84 family. The graphing calculator is an integral part of the mathematics curriculum and owning one allows students to become familiar with all of the calculator's functions. Having access to the calculator at home for frequent use on assignments allows students to become accustomed to its features and uses more quickly than with simple classroom usage. This familiarity is also an advantage when students take the MCAS, PSAT, and SAT exams since all of these exams allow the use of a calculator. **Students are not allowed to use their phone, I-Pad, or any other device that connects to the internet. For this reason, we strongly advise against the use of calculator apps.** If a student is unable to afford a graphing calculator, one will be checked out to the student for the year. As with borrowing a book, the student assumes financial responsibility for loss or damage.

Algebra 1 - 0411H

Grade 9 1 Credit Full Year

This course is the first in the accelerated three year sequence of Algebra 1, Geometry, and Algebra 2. Students taking this course will be ready for Calculus their senior year. There are two overarching mathematical practices in Algebra 1. They are to first, make sense of problems and persevere in solving them and second, to model with mathematics. In this course, students will master writing and graphing linear and quadratic functions. Function work will be extended with square root, cube root, absolute value, piecewise, and exponential functions. Students will be introduced to the complex number system. Transformations, comparing, and contrasting of functions will be emphasized. The course focuses on problem solving and modeling using a real world context. As such, graphing calculators (TI-84) will be used throughout the course and are required.

Prerequisite for Honors: Grade of B or better in Math 8 and teacher recommendation. Students should be highly motivated, accept the challenges of an academically rigorous curriculum, be able to work independently, and meet the pace of an advanced curriculum.

Expectations for graduates addressed in course: M1&2, E3, S-T1, B2&3

Algebra 1 - 0411CP

Grade 9 1 Credit Full Year

This course is the first in the three year sequence of Algebra 1, Geometry, and Algebra 2. There are two overarching mathematical practices in Algebra 1. They are to first, make sense of problems and persevere in solving them and second, to model with mathematics. In this course, students will master writing and graphing linear and quadratic functions. Function work will be extended with square root, cube root, absolute value, piecewise, and exponential functions. Transformations, comparing, and contrasting of functions will be emphasized. The course focuses on problem solving and modeling using a real world context. As such, graphing calculators (TI-84) will be used throughout the course and are required.

Prerequisite: C- or better in Math 8 or department approval. Expectations for graduates addressed in course: M1&2, E3, S-T1, B2&3

Algebra 1B - 0412CP

Grade 9 1 Credit Full Year

This is a course for students who benefit from a slower pace and more time for conceptual development. This course is the first in the three year sequence of Algebra 1, Geometry, and Algebra 2. There are two overarching mathematical practices in Algebra 1. They are to first, make sense of problems and persevere in solving them and second, to model with mathematics. In this course, students will master writing and graphing linear and quadratic functions. Function work will be extended with square root, cube root, absolute value, piecewise, and exponential functions. Transformations, comparing, and contrasting of functions will be emphasized. The course focuses on problem solving and modeling using a real world context. As such, graphing calculators (TI-84) will be used throughout the course and are required.

Prerequisite: Math 8 and teacher recommendation.

Expectations for graduates addressed in course: M1&2, E3, S-T1, B2&3

Algebra 2 - 0421H

Grade 11 1 Credit Full Year

Building on their work with linear, quadratic and exponential functions, students extend their repertoire of functions to include trigonometric, polynomial, rational, logarithmic, and radical functions. During this course, students will expand their understanding of functions and graphing to include trigonometric functions. Problem solving techniques, including graphing calculator techniques will be stressed. As such, graphing calculators (TI-84) will be used throughout the course and are required. Students selecting this course should have a strong Algebra I background, excellent work habits, very good problem solving skills, and a high level of self-motivation.

Prerequisite: B- or better in Geometry H or departmental approval.

Expectations for graduates addressed in this course: M1,2,3&4, E3, B2,3&4, S-T1&2

Algebra 2 - 0422CP

Grade 11 1 Credit Full Year

This is a course for students who have a good Algebra 1 background and will benefit from a more skills oriented approach. Building on their work with linear, quadratic and exponential functions, students extend their repertoire of functions to include trigonometric, polynomial, rational, logarithmic, and radical functions. During this course, students will expand their understanding of functions and graphing to include trigonometric functions. Problem solving techniques, including graphing calculator techniques will be stressed. As such, graphing calculators (TI-84) will be used throughout the course and are required. Students selecting this course should have good problem solving skills and excellent work habits.

Prerequisite: C- or better in Geometry CP or department approval.

Expectations for graduates addressed in this course: M1,2,3&4, E3, B2,3&4, S-T1&2

Algebra 2B - 0425CP

Grades 11 - 12 1 Credit Full Year

This is a course for students who benefit from a slower pace and more time for conceptual development. It is designed to meet the minimum standards and prepare students for Statistics. This course is a continuation of mathematics taught in Algebra 1. Building on their work with linear, quadratic and exponential functions, students extend their repertoire of functions to include including trigonometric, polynomial, rational, logarithmic, and radical functions. During this course, students will expand their understanding of functions and graphing. As such, graphing calculators (TI-84) will be used throughout the course and are required.

Prerequisite: Algebra 1, Geometry, and teacher recommendation.

Expectations for graduates addressed in course: M1,2,3&4, E3, S-T1&2 B2,3&4

Geometry - 0431H

Grade 10 1 Credit Full Year

This is a modern geometry course with deductive and inductive reasoning studies through the nature of proof. Students will explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Transformations and problem solving will be stressed. Students selecting this course should be highly self-motivated with very good problem solving skills and excellent work habits.

Prerequisite: B- or better in Algebra 1H or departmental approval.

Expectations for graduates addressed in this course: M1,2,3&4, E3, B2,3&4, S-T1&2

Geometry - 0432CP

Grade 10 1 Credit Full Year

This traditional Euclidean geometry focuses on the axiomatic approach to mathematics, with algebraic skills being applied to geometric problems. Students will explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Transformations and problem solving will be stressed. Students selecting this course should possess good problem solving skills and good work habits.

Prerequisite: C- or better in Algebra 1 CP or departmental approval.

Expectations for graduates addressed in this course: M1,2,3&-4, E3, B,2,3&4, S-T1&2

Geometry B - 0433CP

Grade 10 1 Credit Full Year

This traditional Euclidean geometry course is for those students who may benefit from a slower pace, allowing for more time for conceptual development and review. Students will explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Transformations and problem solving will be stressed. This course emphasizes problem solving with algebraic skills being applied to geometric problems.

Prerequisite: Algebra 1 and departmental approval.

Expectations for graduates addressed in this course: M1-4, E3, B2-4, S-T1&2.

Advanced Placement Calculus - 0461AP

Grade 12 1 Credit Full Year

This course is intended for students who have a thorough knowledge of Algebra, Geometry, and Trigonometry. Students should be highly self-motivated and excellent problem solvers. Topics in differential and integral calculus will be studied. **Students completing this course will be required to take the Advanced Placement examination.**

Prerequisite: B- or better in Algebra 2 H or departmental approval.

Expectations for graduates addressed in this course: M1,2&3, E3&4, B2,3&4, S-T1&2

Calculus - 0462H

Grade 12 1 Credit Full Year

This course is intended for students who have a thorough knowledge of Algebra, Geometry and Trigonometry, and would like a solid introductory course in differential and integral calculus. Students taking this course should be highly self-motivated and very good problem solvers.

Prerequisite: B- or better in Algebra 2 CP, C or better in Algebra 2 H, or departmental approval.

Expectations for graduates addressed in this course: M1,2&3, E3&4, B2,3&4, S-T1&2

Foundations of Calculus – 0462CP

Grade 12 1 Credit Full Year

This course is intended for students who have knowledge of Algebra, Geometry and some Trigonometry. This course will offer extended work in functions, trigonometry and a solid introduction in differential calculus. Students selecting this course should be self-motivated, have a good background in Algebra 2, and be good problem solvers.

Prerequisite: C or better in Algebra 2 CP, or departmental approval.

Expectations for graduates addressed in this course: M1,2&3, E3&4, B2,3&4, S-T1&2

(New Course 2016-2017)

Introductory Statistics – 0465CP

Grade 12 1 Credit Full Year

This course will introduce students to collection, analysis, and inference of data. Graphing calculators (TI_84) are **required** since they are used on a near daily basis to examine and manipulate data. Students selecting this course should have good work habits and be highly self-motivated.

Prerequisites: Algebra 2 CP or H or departmental approval.

Expectations for graduates addressed in this course: M1,2,3&4, E3, B2,3&4, S-T1

Introductory Statistics B – 0468CP

Grade 12 1 Credit Full Year

This is a course for students who benefit from a slower pace, more time for conceptual development, and a more hands on approach. This course will introduce students to collection, analysis, and inference of data. Graphing calculators (TI_84) are **required** since they are used on a near daily basis to examine and manipulate data. Students selecting this course should have good work habits and be self-motivated.

Prerequisites: Algebra 2 or 2B CP or departmental approval.

Expectations for graduates addressed in this course: M1,2,3&4, E3, B2,3&4, S-T1

(New Course 2016-2017)

Advanced Placement Statistics – 0466AP

Grades 11 – 12 1 Credit Full Year

This is a statistics course for highly self-motivated mathematics students who have demonstrated success in the honors program. Students must possess excellent study habits, strong problem solving skills, and good communication skills. Graphing calculators (TI_84) are **required** since they are used on a near daily basis and can be used on the AP exam. **The students will follow the Advanced Placement Statistics Curriculum and students completing this course will be required to take the Advanced Placement examination.**

Prerequisite: B- or better in Algebra 2 H or department head approval.

Expectations for graduates addressed in this course: M1,2,3&4, E3, B1,2&3, S-T1

SAT Review – Mathematics – 0467H

Grade 11 .5 Credits Semester

This course is designed to help students prepare for the mathematics portion of the SAT. In addition to reviewing test-taking strategies, this course will also provide instruction in problem solving and data analysis as well as a review of linear equations and systems, geometry, and trigonometry. Students will review and practice a repertoire of basic math strategies for solving problems in science, social studies, careers, and life. This course is for any grade 11 students wishing to improve their SAT math score.

Prerequisite: Teacher recommendation and /or student's selection. Expectations for graduates addressed in this course: M1,2,3&4

Engineering – 0469H

Grades 11 – 12 1 Credit Full Year

This is an innovative, year-long engineering course for students who want to learn more about engineering and its role in shaping our world. Developed by University of Texas faculty and NASA, this hands-on course engages students in authentic engineering practices in a project-based environment. Through a series of engaging and socially relevant design challenges, such as building a camera, launching a satellite, designing a water system, and sending robots on a hunt for lunar ice, students develop design skills and engineering habits of mind.

Prerequisites: B- or better in Algebra 1 and Geometry or departmental approval.

Expectations for graduates addressed in this course: M1, 2, 3, & 4, E3, B2, S-T2, 3, & 4

****This elective course does not fulfill the Foxborough High School's four year Math requirement.***

Exploring Computer Science – 0475H

Grades 10 – 12 1 Credit Full Year

This course consists of 6 units, approximately 6 weeks each. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics: Computers, Problem Solving, Web Design, Programming, Computing and Data Analysis, and Robotics. This course is designed to introduce students to the basics of computer science and requires no prior knowledge of computer hardware or software.

Expectations for graduates addressed in this course: M4, E4, B2, S-T1, 3, & 4

****This elective course does not fulfill the Foxborough High School's four year Math requirement.***

(New Course 2016-2017)

MCAS Mathematics Review – 0478CP

Grades 9 – 12 .5 Credits Semester

This is designed to review those areas of the Massachusetts State Frameworks in Mathematics. Extensive practice for each topic will be provided, as well as, test-taking strategies. Students will begin reviewing topics found on the grade 10 exams. Students will become more familiar with question types, such as open response questions, and they will be periodically tested to indicate their level of progress. Extensive teaching/re-teaching and practice of the topics tested on the grade ten MCAS exam will occur. Students will be periodically assessed to determine progress made and they will become more familiar with the types of questions given on the exam. Students will earn .5 credits towards graduation for each course, but the credits will not count towards the math graduation requirement of four credits.

This course is required for students who scored below 220 on MCAS Math exam.

Expectations for graduates addressed in this course: M1,2,3&4, E3

Algebra IA – 0480CP

Grade 9 1 Credit Full Year

Algebra IA is designed to provide an introduction to basic algebra skills and concepts while providing individualized pacing, accommodations and modifications through specialized instructional methods. Concepts include, but are not limited to, order of operations, setting up and solving equations and inequalities, making tables and graphs, and operations with real numbers.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: M1&3, B3&4

Algebra IIA – 0482CP

Grade 11 1 Credit Full Year

Algebra IIA is designed to provide a continuation of basic algebra skills and concepts while providing individualized pacing, accommodations and modifications through specialized instructional methods. These concepts include, but are not limited to, exponents, setting up and solving systems of equations and inequalities, quadratic functions, polynomial functions and rational functions.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: M1& 3, B3&4

Geometry IA – 0481CP

Grade 10 1 Credit Full Year

Geometry IA is designed to provide basic Euclidean geometry skills and concepts while providing individualized pacing, accommodations and modifications through specialized instructional methods. This course emphasizes problem-solving with algebraic skills being applied to geometric problems.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: M1,3&4, B2,3&4

Consumer Life Skills Math – 0483CP

Grade 12 1 Credit Full Year

The purpose of this course is twofold. The first portion of the course addresses MCAS essentials and prepares students with the knowledge and understanding to facilitate the construction of an MCAS appeals portfolio. The second portion of the course addresses the types of everyday math students will encounter after leaving high school. Topics covered will include: expenses, budget management, job searches, salary, payroll deductions, banking, credit, and loans. Life skills are not currently included in the Massachusetts Curriculum Frameworks, but are essential for success for all students in high school and beyond.

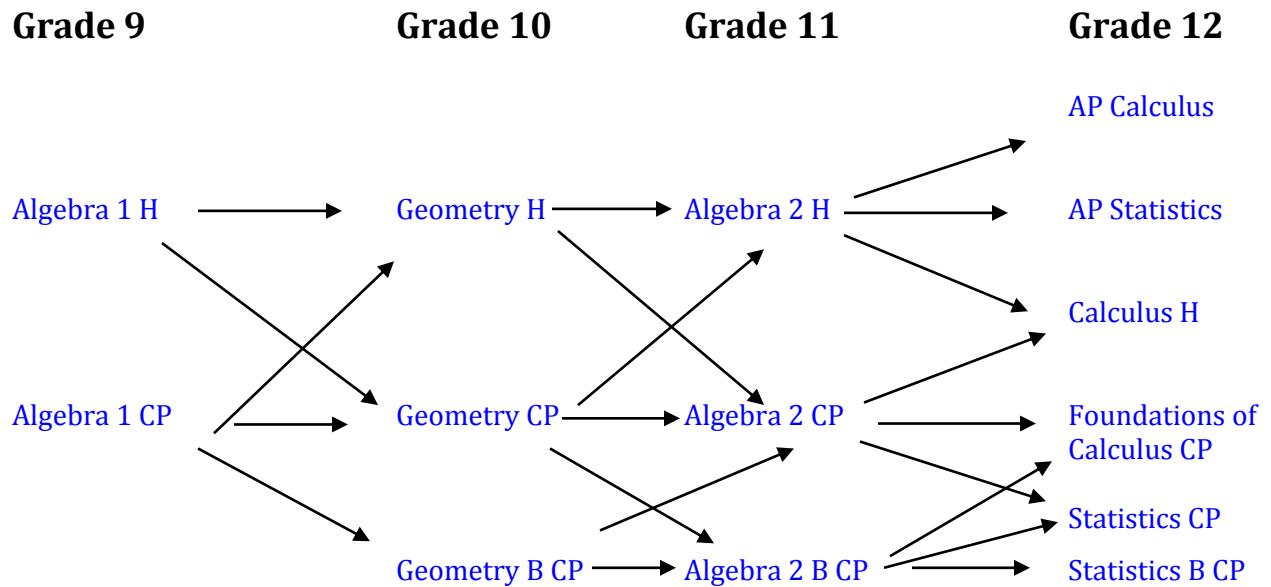
Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Prerequisite: Three years of mathematics.

Expectations for graduates addressed in this course: M1, E1, B3&4

NOTES:

Foxborough Public Schools Mathematics Program Progression For Grades 9-12 for 2016-2017



This chart shows the typical course progressions and does not include all possibilities.

*Note: Students who want to go from Algebra 2 CP to Calculus H will need to complete additional coursework prior to the Calculus course.

The Mathematics Department also offers the electives: MCAS Prep, SAT Math Review, Engineering, and Exploring Computer Science.

Music Department



Department Head
Mr. Stephen Massey
masseys@foxborough.k12.ma.us

MUSIC DEPARTMENT

Introduction to Modern American Popular Music - 0882CP

Grades 9 – 12 .5 Credits Semester

This course is open to any student who enjoys popular American music. Students will study modern American popular music using two approaches. First, students will be listening to and discussing American popular music since 1950. The second aspect will be a hands-on laboratory style in which students will have an opportunity to play and learn about the following basic popular music instruments: beginning piano, beginning guitar, beginning percussion, electronic music techniques, including recording and sound reinforcement. The important social, political and cultural elements of popular music will be studied and analyzed.

Expectations for graduates addressed in this course: A1-9, H-S1, M2

Music Theory, Music Arranging, & Music Improvisation - 0883H

Grades 10 – 12 1 Credit Full Year

This course will provide an opportunity for all students with a musical background to have a chance to study the important fundamentals of music theory, basic piano technique, sight reading and sight singing techniques, musical composition, basic arranging, and improvisation and conducting. The course is designed to help the more serious music student learn the elements of musicianship necessary for becoming a mature advanced level musician.

Expectations for graduates addressed in this course: A1-8, H-S1, M2

Concert Choir - 0874CP / 0875H

Grades 9 – 12 1 Credit Full Year

Concert Choir is an elective open to any student interested in learning to sing properly. If you love to sing, then this course is for you. Emphasis is placed on the development of vocal skills, music literacy basic of music analysis, beginning sight singing techniques, and music listening skills. The choir will sing music in a variety of styles, and learn the basics of proper vocal techniques. Beginning singers with no prior experience can really develop in this course. Members may be asked to attend extra rehearsals as needed to meet the Choir's performance objectives. Students should maintain a minimum average grade of "C" to enroll for 2nd, 3rd, and 4th year. Level placement is by audition.

Expectations for graduates addressed in this course: A1-9, H3, WL2

Chamber Singers - 0881H

Grades 10 – 12 1 Credit Full Year

Chamber Singers is a highly select, mixed choir made up of advanced level singers. Entrance is by audition only. Auditions will be held in the early spring to facilitate scheduling for the fall. The curriculum for the chamber singers will emphasize the development of solo vocal skills, advanced music literacy, standards for music analysis, advanced sight singing techniques, music listening skills, and music history. This choir is for experienced, advanced level vocalists; who are committed to performance of high quality choral repertoire. Members will be asked to attend weekly sectionals and extra rehearsals are needed in order to meet the choir's active performance schedule. The chamber choir will be the primary touring vocal ensemble at Foxborough High School.

Expectations for graduates addressed in this course: A1-9, H3, WL2

Vocal Jazz Workshop - 0876CP

Grades 9 - 12 .5 Credits 3x/Cycle - Full Year

This class introduces the core concepts of vocal jazz: singing on microphone, improvising, and building a repertoire of songs all jazz musicians know. We will learn about jazz chords - the building blocks of improvisation - by singing the blues, "modal" or scale-based jazz, and embellishing the melodies of Tin Pan alley "standards". Most of all, we will get comfortable with our voice in order to sing the complex and rewarding harmonies that jazz has to offer. This is an ideal course for choir members seeking a creative outlet for singing, or if you are an instrumentalist looking to try singing for the first time.

Expectations for graduates addressed in this course: A1-9, H3

Jazz Choir - 0877H

Grades 9 - 12 .5 Credits 3x/Cycle - Full Year

This course is open to any student enrolled in the choir, band, or orchestra. The emphasis of the group will be performing vocal jazz arrangements and learning jazz improvisation techniques. Students will be asked to attend extra sectionals and rehearsals, as needed, to meet the choirs' exciting concert performance objectives. Level placement is by audition.

Expectations for graduates addressed in this course: A1-9, H3

String Orchestra - 0878CP / 0879H

Grades 9 - 12 1 Credit Full Year

This course is open to any student who plays violin, viola, cello, or string bass. The participants will be expected to perform with the orchestra in concert performances and take one lesson per week privately or from the music staff. The orchestra will study a wide range of orchestral repertoire, and annually maintain an exciting concert performance schedule. The string orchestra will be combined with wind, brass and percussion players to form a Full Symphony orchestra. Student must maintain a minimum average grade of 'C' to enroll for 2nd, 3rd, and 4th year. Level placement is by audition.

Expectations for graduates addressed in this course: A1-9, H3, W-L2.

Concert Band - 0870CP / 0871H

Grades 9 - 12 1 Credit Full Year

This course is open to any interested student who desires to become proficient on a brass, woodwind, or percussion instrument. The participants will be expected to perform with the band at the halftime shows at home football games and concert performances, take one lesson per week privately or with the music staff, and also attend extra sectionals and rehearsals as needed to meet the band's performance objectives. Components of the Concert Band include the Marching Band, Symphony Orchestra, the Symphonic Winds, and a select Wind Ensemble for more advanced players. The band will study and perform the finest quality wind literature and maintain an exciting performance schedule. The student must maintain a minimum average grade of 'C' to enroll for 2nd, 3rd, and 4th year. Level placement is by audition.

Expectations for graduates addressed in this course: A1-9, H3, WL2

Jazz Ensemble Workshops I & II – 0872CP / 0873H

Grades 9 – 12

.5 Credits

3x/Cycle – Full Year

These two ensembles, one advanced and one intermediate are for members of the band, chorus or orchestra, who are interested in studying jazz. Elements of jazz theory, improvisation and interpretation will be studied including big band and small combo settings. Students will be asked

to attend extra sectionals and rehearsals as necessary to meet the ensemble's performance schedule. Ensemble placement is by audition.

Expectations for graduates addressed in this course: A1-9, H3

Guitar 1 – 0888CP

Grades 9 – 12

.5 Credits

Semester

Have you ever wanted to play guitar? Maybe you even have one at home that you don't know how to play yet. In this class you will learn how to play chords to folk and rock songs, different strumming patterns to accompany singing, and learn to read music using the first four frets. We will work out of a method book, but also pick songs that the class loves and work on performing as a group, culminating with an end of the semester performance. Gain the skills to enjoy playing a musical instrument for the rest of your life.

Expectations for graduates addressed in this course: A1-9, H3

Guitar 2 – 0891CP

Grades 9 – 12

.5 Credits

Semester

This class builds on the skills from Guitar 1. We will go beyond being a "hobbyist" guitar player by learning the whole neck of the guitar with moveable scale shapes, and barre chords in all keys. This opens up a world of new music - including the ability to learn lead guitar licks, play music with 3-4 guitars in harmony, and start figuring out guitar parts from your favorite recordings.

Prerequisite: Guitar 1 CP. No exceptions.

Expectations for graduates addressed in this course: A1-9, H3

Music Technology 1 – 0889CP

Grades 9 – 12

.5 Credits

Semester

Have you ever wondered what is involved with recording an album, editing audio for the radio, or writing the film score for a movie? Music Technology is a course that uses the computer as its main tool to understand the recording, composition, and notation of many musical styles. Topics include basic use of multi-track mixing and sequencing software, the MIDI (Music Instrument Digital Interface) system, and microphone and mixing board use. Students will learn by doing, creating their own music compositions, film soundtracks, and podcasts. Reading assignment, web-based homework, and recording projects will require weekly work outside of class.

Expectations for graduates addressed in this course: A1-9, H-S1, M2

Music Technology 2 – 0892CP

Grades 9 – 12

.5 Credits

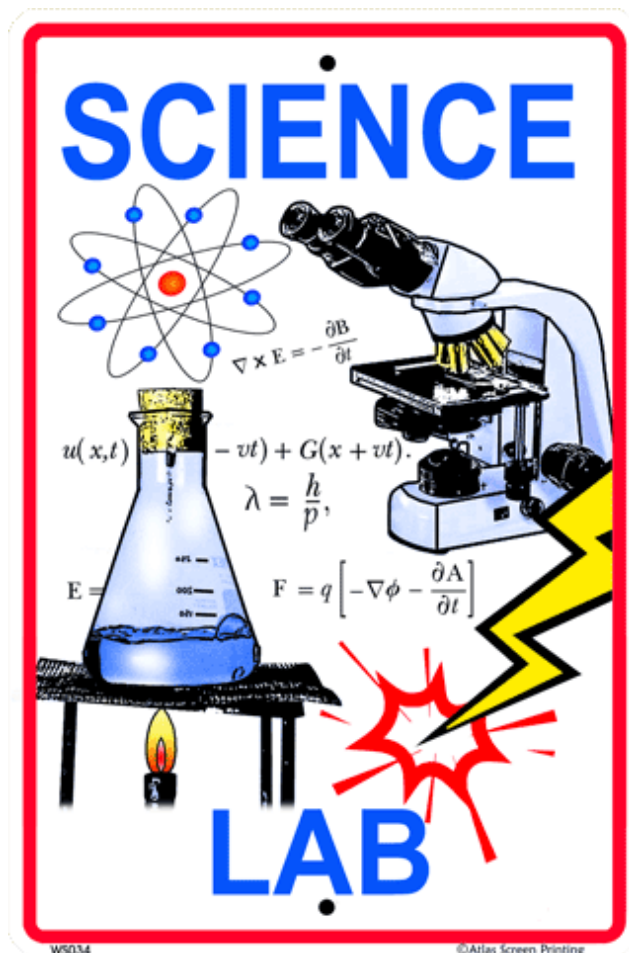
Semester

Do you ever listen to the radio and wonder how musicians fit all the instruments and sections of the song together? Maybe you've even heard tried using some music software to make your own songs. In this class, we will start with loop-based compositions that teach you the basics of musical form. Then we will learn to use a digital keyboard to input our own music in a huge variety of sounds from Hollywood Strings to Dubstep Bass. Finally, we'll get out microphones and record our own original songs. Whatever kind of music you enjoy, you can make it in this class.

Prerequisite: Music Technology 1 CP.

Expectations for graduates addressed in this course: A1-9, H-S1, M2

Science Department



Department Head
Mr. Paul Charpentier
charpentierp@foxborough.k12.ma.us

SCIENCE DEPARTMENT

NOTE: Beginning with the Class of 2020, the three years of science required for graduation must include **1 Life Science** and **1 Physical Science** course. FHS science courses categorize as follows:

Life Science

Biology 1 (H/CP)
Biological Diversity (H/CP)
Biology IA
Biology IIA
Anatomy & Physiology (H/CP)
AP Biology

Physical Science

Chemistry (H/CP)
Conceptual Chemistry CP
AP Chemistry
Physics (H/CP)
AP Physics C
Environmental Science
Introduction To Forensic Science

Biology 1 – 0521H

Grades 9 – 10 1 Credit Full Year

This course offers treatment of some of the major areas of Biology including characteristics of life, biochemistry, cell structure and function, photosynthesis and respiration, DNA and its associated technology, genetics, evolution, ecology, and body systems. Social and ethical problems will be given due consideration. Biology 1 is a required course for all students. At the honors level, Biology 1 provides intensive and rigorous coverage of these topics. A prime objective of this honors course is to encourage students to analyze and evaluate data and to apply facts and concepts to the solution of biological problems. A significant part of the coursework is concerned with laboratory experimentation, supplemented by demonstration, discussion, and outside readings. Both individual and group projects may also be required. The honors level course is designed for the serious student who is prepared to work hard to achieve the highest level of performance. This course will prepare students for the MCAS Biology exam; passing this exam is a requirement for graduation.

Expectations for graduates addressed in this course: S-T1,2,3&4, M1&2, E2&3

Biology 1 – 0522CP

Grade 10 1 Credit Full Year

At the college preparatory level, Biology 1 is intended to give students a thorough background in the biological sciences. It offers a thorough, though less intensive, treatment of many of the honors level topics. Focus on laboratory techniques and organization and incorporating application of concepts require the student to work with his/her maximum effort. Individual laboratory experimentation is supplemented with project work, discussion, and demonstrations. This course will prepare students for the MCAS Biology exam; passing this exam is a requirement for graduation.

Expectations for graduates addressed in this course: S-T1,2,3&4, M1&2, E2&3

Biological Diversity – 0524H

Grades 11 – 12 1 Credit Full Year

This course is intended to give students a more extensive background than Biology 1. Course topics include a consideration of the classification of organisms, diversity of life, simple organisms such as bacteria, protists and fungi, and more complex organisms such as plants (vascular and non-vascular) and animals (vertebrates and invertebrates). At the honors level, Biological Diversity provides intensive and rigorous coverage of these topics. In addition, students will engage in a three-season field study on campus. A prime objective of this honors course is to encourage the student to observe, analyze and evaluate data, and to apply facts and concepts to biological investigations, including bioethics. A significant part of the work is concerned with laboratory experimentation, supplemented by demonstration, discussion, dissection and outside readings. Both individual and group projects may be required. This honors course is designed for the serious student who is prepared to work hard to achieve the highest level of performance.

Prerequisite: Successful completion of Biology 1.

Expectations for graduates addressed in this course: S-T1&2, E3

Biological Diversity – 0525CP

Grades 11 – 12 1 Credit Full Year

At the college preparatory level, Biological Diversity is intended to give students a thorough background in the biological sciences. It offers a thorough, though less intensive treatment of many of the honors level topics. Problems involving the application of laboratory techniques and organization require the student to work with his/her maximum effort. Individual laboratory experimentation is supplemented with project work, discussion, dissection, and demonstrations.

Prerequisite: Successful completion of Biology 1.

Expectations for graduates addressed in this course: S-T1&2, E3

Advanced Placement Biology – 0526AP

Grades 11 – 12 1 Credit Full Year

This course is designed for students who want to strengthen their skills in the biological and/or medically related fields. Instruction is presented at a college level. This course requires the use of strong reading, writing, research, and thinking skills. Inquiry and creative problem solving are emphasized. A student should be strongly motivated for independent effort. The course outline includes: Biochemistry, Genetics, Energetics, Cell Biology, The Biology of Plants, The Biology of Animals, Ecology and Evolution.

Prerequisites: Biology, Chemistry, and teacher recommendation. Students completing this course will be required to take the Advanced Placement examination.

Expectations for graduates addressed in this course: S-T1,2&3, E2,3&4, M2&4

Anatomy and Physiology – 0527CP

Grades 11 – 12 1 Credit Full Year

This course is designed to explain the themes of the interrelationships of body organ systems, homeostasis, and the complementary nature of structure and function of anatomy and physiology. The approach will emphasize how organs and body systems work together to carry on such complex functions as taking a step, running, responding to stress, or eating a candy bar. Material in the text will be related to common examples within the student's frame of reference. Students planning careers in any health or medical-related field or those simply interested in the mechanisms of the human body should consider taking this course. Instructional activities include lecture, laboratory investigations, mandatory dissection, audio/visual materials, and writing and reading assignments.

Prerequisite: Biology 1 H/CP.

Expectations for graduates addressed in this course: S-T1&2, E3, M3

Anatomy and Physiology - 0528H

Grades 11 - 12 1 Credit Full Year

This course is organized around several themes, including: interrelationships of body organ systems, maintenance of homeostasis, and the complementarity of structure and function in anatomy and physiology. This approach will emphasize how organs and body systems work together to produce actions such as running, responding to threats, or digesting a meal. Material from the textbook will be related to common examples within the student's frame of reference. As this is an honors-level course, strong emphasis will be placed on mastering the terminology associated with the subject. This course is especially beneficial for students interested in pursuing a career in medically related fields. Instructional activities include lecture, laboratory investigations, mandatory dissections, and the application of concepts and terminology to health related issues.

Prerequisite: Biology 1 H/CP.

Expectations for graduates addressed in this course: S-T1&2, E3, M3

Chemistry - 0531H

Grades 10 - 12 1 Credit Full Year

This mathematics-intensive course looks at the fundamental topics concerning the nature of matter, the changes matter undergoes and the driving forces behind chemical change. Students interested in studying chemistry, engineering, physics, or health related fields at the most vigorous levels and/or apply to the most selective of universities should consider this course. Topics such as the quantum atom, reactivity, gas laws, stoichiometry, kinetics/equilibrium, bonding, thermodynamics, nuclear chemistry, and acid/base chemistry are some of the in-depth areas of study. Activities are designed to foster scientific reasoning. Students will maintain a laboratory notebook throughout the year and will learn to write in-depth formal lab reports that will complement both individual and group lab investigations.

Prerequisite: Algebra 1 H.

Expectations for graduates addressed in this course: B1, E2&3, M1, S-T1,2,3&4, W1,2,3&4

Chemistry - 0532CP

Grades 10 - 12 1 Credit Full Year

This mathematics-based, college-preparatory course covers many of the same topics as Chemistry 0531, but in less depth. Students electing chemistry for college admission purposes and/or studying chemistry, engineering, or health related fields at the college level should opt for this course. Good mathematical skills are a must. Topics discussed include nature of matter, atomic structure, chemical formulas and bonding, chemical reactions, stoichiometry, gas behavior, solutions, and acid-base chemistry. Laboratory activities are an integral component of this course.

Prerequisite: Algebra 1 CP/H.

Expectations for graduates addressed in this course: ST-1,2,3&4, E3&4, M1,2&4, B1

Conceptual Chemistry - 0534CP

Grades 10-12 1 credit Full Year

This college-preparatory course covers many of the same topics as Chemistry 0531 and 0532, but with less emphasis on mathematical computation. Rather, the focus will be on descriptive understanding and interpretation of concepts. Students for whom mathematics is a challenge yet seek an understanding of chemical processes should enroll in this course. This course is an option for students electing chemistry to satisfy a graduation requirement and/or for college admission purposes. Topics discussed include nature of matter, atomic structure, chemical formulas and bonding, chemical reactions, stoichiometry, gas behavior, solutions, and acid-base theory. Laboratory activities are an integral component of this course.

Prerequisite: Algebra 1 CP/H.

Expectations for graduates addressed in this course: ST-1,2,3&4, E3&4, B1

(New Course 2016-2017)

Advanced Placement Chemistry – 0533AP

Grades 11 – 12 1 Credit Full Year

Advanced Placement Chemistry is not a high school course; rather, it is equivalent to the general chemistry course taken during freshman year of college. AP Chemistry is an intensive, in-depth course that follows the syllabus outlined by the College Board. It is assumed that a student in this course has mastered the fundamentals taught in traditional high school chemistry, and that the student can think logically and write with clarity. A high level of comfort with mathematical calculations is required. Well-developed study skills are also a necessity.

The topics covered in AP Chemistry include the structure of matter (atomic theory and structure, bonding, nuclear chemistry), states of matter (gases, kinetic theory, solutions), chemical reactions (acid/base, redox, stoichiometry, equilibrium, kinetics, thermodynamics), and descriptive chemistry (periodic table, organic chemistry). The laboratory component of this course emphasizes the standard methods of acquiring, presenting, and analyzing data. Student will keep a lab notebook as one would in a college course.

Students completing this course will be required to take the Advanced Placement examination.

Prerequisites: Minimum grade of B in Chemistry H and teacher recommendation.

Minimum grade of B in Algebra 2 H OR concurrent enrollment in Algebra 2 H

Expectations for graduates addressed in this course: S-T1,2,&3, E-2,3&4, M-2&4

Advanced Placement Physics C—Mechanics – 0543AP

Grade 12 1 Credit Full Year

Advanced Placement Physics C—Mechanics is equivalent to a first semester physics course offered during freshman year of college to students who intend to major in the sciences or engineering. AP Physics is an intensive, in-depth course that follows the syllabus outlined by the College Board. It is assumed that a student in this course has mastered the fundamentals taught in traditional high school physics, and that the student can think logically and write with clarity. A high level of comfort with mathematical calculations is required including the ability to learn and use calculus. As in college, students enrolled in AP Physics would also be concurrently enrolled in calculus. Well-developed study skills are a necessity. The topics covered in AP Physics C—Mechanics include motion and kinematics, Newton's Laws, energy, momentum, rotation, gravitation, and oscillation. The laboratory component of the course requires students to design and conduct experiments, analyze data, analyze errors, and clearly communicate results. The student will keep a lab notebook as one would in a college course. **Students completing this course will be required to take the Advanced Placement examination.**

Prerequisites: Minimum grade of B in Physics H or exceptional performance in Physics CP

Teacher recommendation

Minimum grade of B in Algebra 2 H

Concurrent enrollment in AP Calculus/ Calculus H is required.

Expectations for graduates address in this course: S-T1, 2, &3, E2, 3&4, M2, 3&4

Physics – 0541H

Grades 11 – 12 1 Credit Full Year

This introductory physics course is intended to meet college entrance requirements. Students become acquainted with the physical aspects of the natural world through a variety of activities including problem solving and laboratory investigation. Topics covered in the course include mechanics, waves, and electricity. There is a **strong emphasis** on solving quantitative (mathematical) problems related to all areas of physics. Student will maintain a laboratory notebook and learn to write in-depth formal lab reports.

Prerequisite: Geometry H OR concurrent enrollment in Geometry H.

Students planning on majoring in any area of science, medicine, or engineering are strongly encouraged to enroll in Physics H.

Expectations for graduates addressed in this course: S-T1,2,3&4, M4, E3

Physics – 0542CP

Grades 11 – 12 1 Credit Full Year

Students enrolled in this course cover the same topics as are covered in Physics Honors, but with less mathematical rigor. There is a strong emphasis on practical applications of physics. Laboratory work is a major component of this course and includes, in some instances, the use of the computer to collect and analyze data. Student will maintain a laboratory notebook and learn to write in-depth formal lab reports. Typically, the student who elects Physics CP plans to continue further education, but is not as likely to major in one of the sciences at a four-year college.

Prerequisite: Geometry H/CP OR concurrent enrollment in Geometry H/CP

Expectations for graduates addressed in this course: S-T1,2,3&4, M2,3&4, E3

Environmental Science – 0550CP

Grade 12 1 Credit Full Year

This is a course for science-oriented students who have completed a course in biology. Students will study how human activities affect the earth's natural systems. Topics will include biological diversity, earth dynamics, water pollution, air pollution, energy resources, and social/ethical issues and the environment. The laboratory component will include fieldwork.

Prerequisite: Biology 1 CP/H.

Expectations for graduates addressed in this course: S-T1,2,3&4, M3&4, E3

Introduction to Forensic Science – 0555CP

Grades 11(with department permission), 12 1 Credit Full Year

This course is designed as a full-year course in forensic science. Forensic science is a multifaceted course which utilizes other core sciences including biology, chemistry, physics, and earth sciences. Many of the topics covered and lab experiences performed will draw upon skills developed in previous courses, especially Biology and Chemistry. The topics will be introduced in a way that will engage students while reinforcing these skills. Some of these topics include: making detailed observations, collecting and analyzing evidence, analysis of hair and fibers, DNA analysis, examination of blood evidence, toxicology, and fingerprint analysis.

Prerequisite: Biology 1 CP/H and Chemistry CP/H.

Expectations for graduates addressed in this course: S-T1,2,3&4, M1&2, E2&3

Biology IA – 0560CP

Grades 9 – 10 1 Credit Full Year

This course provides special education students a background in the biological sciences in accordance with the Massachusetts State Biology Curriculum Frameworks. Topics covered include characteristics of life, biochemistry, cell structure and function, photosynthesis and respiration, and DNA and its associated technology.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: S-T1&2, E3

Biology IIA – 0561CP

Grades 10 – 12 1 Credit Full Year

This course is a continuation of Biology IA. Topics discussed, in accordance with the Massachusetts State Biology Curriculum Frameworks include vertebrate anatomy and physiology, genetics, evolution and biodiversity, and ecology.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: S-T1&2, E3

Social Studies Department



Department Head
Mr. Thomas Murray
murrayt@foxborough.k12.ma.us

SOCIAL STUDIES DEPARTMENT

Social Studies courses are divided into two groups – required courses and electives. Students are required to earn a minimum of three credits in Social Studies:

- ◆ Grade 9 – Modern World History and Geography – 0211H or 0212CP
- ◆ Grade 10 – U.S. History I – 0229H, 0229CP, or 0229AP
- ◆ Grade 11 – U.S. History II – 0231H, 0232CP, or 0230AP

Students are encouraged to take additional courses from the elective program.

The criteria for recommending Honors in grades 10 and 11 are as follows:

- ◆ A grade of B- or better in previous Honors classes.
- ◆ A grade of B or better in previous College Preparatory classes.
- ◆ Current Social Studies teacher recommendation.

Modern World History & Geography – 0211H

Grade 9 1 Credit Full Year

This course is designed for those students who have a record of high achievement in previous English and social studies courses. The expectations of this course places heavy individual responsibility upon the student to study, research, write, report, and discuss the areas of the curriculum. The Modern World History and Geography program includes appropriate review and deepening of the social studies requirement. This course will revisit revolutions in Europe and the Americas that stirred worldwide expectations of independence and democracy. It also includes consideration of the role the United States played in shaping the 19th and 20th centuries. Particular attention will be given to the Cold War, Nationalism in Africa and Asia, democracy and human rights, and new boundaries and issues in the areas of economics, science, technology and culture.

Expectations for graduates addressed in this course: H-S1&4, E1,2,3&4, M1,2,3&4, WL2,3&4, B1&2, A1,6&7, S-T1,2,3&4, H3

Modern World History & Geography – 0212CP

Grade 9 1 Credit Full Year

The Modern World History and Geography program includes appropriate review and deepening of the social studies requirement. This course will revisit revolutions in Europe and the Americas that stirred worldwide expectations of independence and democracy. It also includes consideration of the role the United States played in shaping the 19th and 20th centuries. Particular attention will be given to the Cold War, Nationalism in Africa and Asia, democracy and human rights, and new boundaries and issues in the areas of economics and science, technology and culture.

Expectations for graduates addressed in this course: H-S1&4, E1,2,3&4, M1,2,3&4, WL2,3&4, B1&2, A1,6&7, S-T1,2,3&4, H3

Modern World History & Geography IA – 0225CP

Grade 9 1 Credit Full Year

This course is designed to provide knowledge of geography, cultures, major events and issues in Europe, Asia, the Americas, and Africa, from the French Revolution to the present. Current events are also covered in this course.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: H-S1,2,3&4, E1,2,3&4, WL4, A1

NOTE: Prerequisites for Pre-AP United States History and Advanced Placement U.S. History

Prerequisite: It is recommended that students in grade 10 who wish to take the Pre-AP United States History should meet the following criteria: A student needs to have earned a grade of “A” in College Preparatory World History or a “B” in Honors World History Grade 9 and be capable of meeting the work standards of this course. Due to the demanding writing requirements of this course, a student should also have an “A” in College Prep English 9 or a “B” in Honors English 9. Teacher recommendations will also be considered in determining eligibility for the course.

Advanced Placement U.S. History I – 0229AP

Grade 10 1 Credit Full Year

This course will begin a two year continuous study of American history beginning with the Colonial era to the Reconstruction period. The course will examine political, economic, cultural and intellectual developments of the United States. Focus will be given to developing student skills in analyzing and interpreting primary sources, such as documents for the period, pictorial evidence of historical events and statistical tables. Students are also expected to write essay exams based on the College Board AP US History Exam model. **Students completing this course will be required to take the Advanced Placement examination.** Sophomores who take this course will meet their US History requirement for grade 10.

Expectations for graduates addressed in this course: H-S,1,2,3&4, E1,2,3&4, B1&2, A1, 6&7, H3, S-T4

U.S. History I – 0229H

Grade 10 1 Credit Full Year

Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras (1763-1877). Students will also study popular sovereignty, federalism, separation of powers, and individual rights. They will study America’s westward expansion, the establishment of political parties, and economic and social change. It is expected that students electing this course are highly motivated. As focus is placed on scholarship, the student should have the willingness and capacity to do research and to write and work independently. There is a strong emphasis on students to study, write, report, and discuss the areas under study.

Expectations for graduates addressed in this course: US History I, Learning Standards USI.1 – USI.41

U.S. History I – 0229CP

Grade 10 1 Credit Full Year

This course covers events from the Colonial Period to Reconstruction (1763-1877). Students will study popular sovereignty, federalism, separation of powers, and individual rights. Also, the students will look at America’s westward expansion, the establishment of political parties, and economic and social change. They are expected to work from a number of varied sources-primary and secondary. Students will be expected to study, write, report, and discuss the areas under study.

Expectations for graduates addressed in this course: US History I, Learning Standards USI.1 – USI.41

U.S. History IA – 0234CP

Grade 10 1 Credit Full Year

This course covers events from Colonial Period to Reconstruction (1763-1877). This course helps students to develop an awareness of the major issues involved in our past history in order to better understand American values. Some of the topics covered in this class include: The Colonial Period, The Constitution, The Bill of Rights, Reform Movements, Westward Expansions and the Civil War.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: US History I, Learning Standards USI.1 – USI.41

Advanced Placement – U.S. History II – 0230AP

Grade 11 1 Credit Full Year

This course will continue the study of American history begun in the tenth grade Pre-AP program starting with the late Nineteenth Century to the present. The course will examine political, economic, cultural and intellectual aspects. Focus will be given to developing student skills in analyzing and interpreting primary sources, such as documents for the period, pictorial evidence of historical events and statistical tables. Students are also expected to write essay exams based on the College Board AP US History Exam model. **Students completing this course will be required to take the Advanced Placement examination.** Juniors who take this course will meet their US History requirement for grade 11.

Expectations for graduates addressed in this course: H-S,1,2,3&4, E1,2,3&4, B1&2, A1, 6&7, H3, S-T4

U.S. History II – 0231H

Grade 11 1 Credit Full Year

This course covers events from the reconstruction period to the present day. Major emphasis is placed on the events of the 20th century. This course is designed for those students who have a record of high achievement in courses they have taken previously in the social studies and English areas and is paced for students who have mastered the skills of inquiry and who are above average or superior readers. As focus is placed on scholarship, the student should have the willingness and capacity to do research and to write and work independently. It is expected that students electing this course are highly motivated. The whole process places heavy individual responsibility upon the student to study, write, report, and discuss the areas under study.

Expectations for graduates addressed in this course: H-S1,2,3&4, E1,2,3&4, M1,2,3&4, A1,6&7, B1&2, S-T1,2,3&4, WL2&4, H3

U.S. History II – 0232CP

Grade 11 1 Credit Full Year

This course covers events from the reconstruction period to the present day. Major emphasis is placed on the events of the 20th century. This course helps students to develop an awareness of the major issues involved in our past history in order to better understand American values. Students are expected to work from a number of varied sources - primary and secondary. Extensive use is made of the school library facilities for research and independent inquiry.

Expectations for graduates addressed in this course: H-S1,2,3&4, E1,2,3&4, M1,2,3&4, A1,6&7, B1&2, S-T1,2,3&4, WL2&4, H3

U.S. History IIA – 0235CP

Grade 11 1 Credit Full Year

This course covers the events from the Civil War period to the present day with an emphasis on the 20th century. This course is also designed to increase understanding of American values. Some of the topics covered in this class include Reconstruction; the Development of Industrial America, World War I, the Depression and the New Deal, World War II and the Civil Rights movement. Current events are also covered in this course.

Note: This course is available only to special education students. Enrollment in this course is determined through the Special Education IEP process.

Expectations for graduates addressed in this course: H-S1,2,3&4, E1,2,3&4, WL4, A1

SOCIAL STUDIES ELECTIVES

NOTE: Prerequisites for Advanced Placement European History

Prerequisites: *It is recommended that students in grade 12 who wish to take A.P. European History should meet the following criteria:* A student needs to have earned a grade of “A” in College Preparatory United States History or a “B” in Honors U. S. History to be capable of meeting the work standards of this course. Due to the demanding writing requirements of the course, a student should also have an “A” in previous College Preparatory English or a “B” in previous Honors English. Previous teacher recommendations will also be strongly considered in determining student eligibility for the course.

Advanced Placement European History – 0240AP

Grade 12 1 Credit Full Year

This is a college level course concentrating on major themes and developments of European History from the Renaissance through the early 1980's. Emphasis will be placed on political and diplomatic history, intellectual and cultural history and social and economic history. Focus will be given to critical written and verbal analysis of major documents, historical scholarship and various interpretations of modern European History. Additional outside readings are assigned for each unit of study. **Students completing this course will be required to take the Advanced Placement examination.**

Expectations for graduates addressed in this course: H-S1,2,3&4, E1,2,3&4, WL2,3&4, B1&2, A1,6&7, S-T2,3&4, WL2&4, H3

Advanced Placement United States Government – 0254AP

Grades 11 – 12 1 Credit Full Year

The AP course in United States Government and Politics is social studies elective for juniors and seniors and will be taught for one academic year. The course will give students an analytical perspective on government and politics in the United States. This course will include both the study of general concepts used to interpret U.S. Government and Politics and the analysis of specific examples. It will also require familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. Government and Politics. Students will be acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. **Students completing this course will be required to take the Advanced Placement examination.**

Expectations for graduates addressed in this course: H-S,1,2,3&4, E1,2,3&4, B1&2, A1, 6&7, H3, S-T4

Economics – 0242CP / 0242H

Grades 10 – 12 .5 Credits Semester

Should taxes be reformed? What causes inflation? What can be done to reduce unemployment? What is the deficit? Is the national debt a problem? Is free trade really a good idea? These are some of the fundamental economic issues facing the United States today. In this course the students will investigate such issues while learning basic economic concepts, exploring American economic values and studying the structure and workings of the American economic system.

*Expectations for graduates addressed in this course:*H-S1,2,3&4,M1,2,3&4, E1,2,3&4, B,2&3, H3

Civil Liberties and the Law – 0243CP / 0243H

Grades 10 – 12 .5 Credits Semester

The rights of society versus the rights of an individual have in the past 20 years become an important focal point of Supreme Court activity. This course examines the delicate balance between the rights of society and the rights of an individual by analyzing decisions made by the U. S. Supreme Court in interpreting the Bill of Rights. In addition, this course will attempt to satisfy the students' need for easily understood facts about criminal law and its applications on all levels - on the street, in the police station, in the trial courts, and in the higher courts.

Expectations for graduates addressed in this course: H-S1&2, H3, E1,2,3&4

Sociology – 0244CP / 0247H

Grade 12 .5 Credits Semester

This course deals with a study of man's interaction within groups and the resulting problems of this interaction. By utilizing selected films, a paperback, newspapers, magazines, Internet materials and the textbook, the student will be exposed to such social issues such as cultural norms, subcultures, deviant behavior, social status, socialization, racial relations and collective behavior. The student at the end of the course will be able to recognize the nature and complexities of human involvement in today's ever-changing world.

Expectations for graduates addressed in this course: H-S2&3, E1,2,3&4,M4, S-T4,WL2&3, H3, A7

Contemporary Issues – 0245CP / 0245H

Grades 10 – 12 .5 Credits Semester

This course will deal with significant domestic and world events through the use of the daily newspaper, popular magazines, and the media. The purpose of the course is to learn how to read newspapers and evaluate the media to develop an awareness of today's world.

Expectations for graduates addressed in this course: H-S1,2,3&4, H3, S-T4, WL2, E1,2,3&4, B1&3

America at War 1941- Present – 0246CP / 0248H

Grades 10 – 12 .5 Credits Semester

This course studies the role of the United States military in the 20th century, primarily focusing on World War II, the Korean War, the Vietnam War, the Gulf War and the war in Afghanistan. Students will examine the causes surrounding the conflicts, the major and minor battles, the weapons and technology implemented, the people involved, and the results of each conflict.

Expectations for graduates addressed in this course: E3&4, H-S1,3&4, M4, S-T4

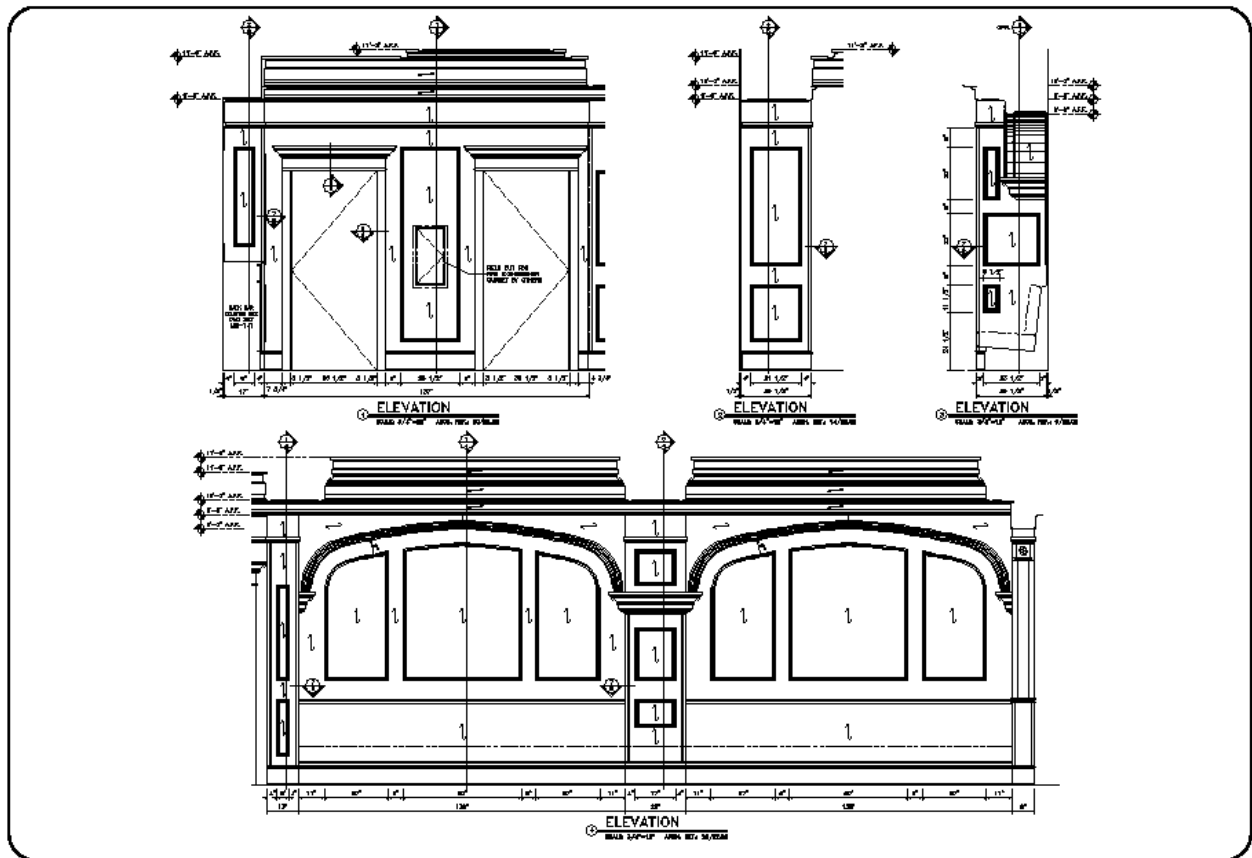
Advanced Placement Psychology – 0250AP

Grade 12 1 Credit Full Year

The purpose of this course is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Throughout the year students will be exposed to the central psychological facts, principles, and phenomena associated with the major subfields and contemporary perspectives of psychology. Ethical issues, as well as prevalent psychological methods, will also be explored at length. Students will be provided with a learning experience comparable to most introductory psychology college courses while developing the study skills, habits of mind, and critical thinking skills they will need to succeed in college. This is a senior-only elective. **Students completing this course will be required to take the Advanced Placement examination.**

Expectations for graduates addressed in this course: H-S1, A1&2, E1-4, S-T1&2, E1,2,3&4, A1, H3, B1

Technology Education Department



Head Teacher
Mr. Ralph DiBona
dibonar@foxborough.k12.ma.us

TECHNOLOGY EDUCATION DEPARTMENT

The Technology Education Department offers a variety of technical and practical courses. Our computer labs are state of the art and the curriculum has been updated to reflect current technology.

Introduction to Computer-Aided Drafting and Design 1 (CADD) – 0730CP / 0731H

Grades 9 – 12 .5 Credits Semester

This course is designed to introduce the students to the language of technology, and the design process used in today's industry. Students will create technical drawings of mechanical parts using the computer as the main tool utilizing industry standard 2-dimensional CAD software. Areas explored are the principles of drafting and design and the creation of one-view geometric construction drawings, multi-view drawings, and the creation of pictorial drawings. This course is a pre-requisite for the Introduction to Computer-Aided Drafting and Design 2 class, and the Advanced Computer-Aided Drafting and Design class.

This course is **highly recommended** for those students with engineering, architectural, and interior design aspirations.

Expectations for graduates addressed in this course: E3&4, M1, 2&3, S-T1, 2&3 A3&6, B1, 3&5, H3

Introduction to Computer-Aided Drafting and Design 2 (CADD) – 0736CP / 0736H

Grades 9 – 12 .5 Credits Semester

This course is the continuation of the Introduction to Computer-Aided Engineering and Design 1 class. Students will create 2-Dimensional industry standard drawings, and learn the construction of auxiliary views, detail views, section views, and part libraries. This course is a pre-requisite for the Advanced Computer-Aided Engineering and Design class.

This course is **highly recommended** for those students with engineering, architectural, and interior design aspirations.

Prerequisite: Introduction to Computer-Aided Drafting and Design 1.

Expectations for graduates addressed in this course: E3&4, M1, 2&3, S-T1, 2&3 A3&6, B1, 3&5, H3

Advanced Computer-Aided Drafting and Design (CADD) – 0732CP / 0734H

Grades 10 – 12 1 Credit Full Year

This course builds on the topics covered in the Introduction to Computer-Aided Drafting and Design courses utilizing Solid Works 3-Dimensional software. Students will construct true 3-dimensional mechanical parts working at their own pace, and will be able to produce 2-Dimensional drawings from the 3-D module. Original design and creativity is stressed. Students will also be able to "print" their 3-D designs utilizing our state-of-the art 3-D printer.

This course is highly recommended to those pursuing a career in engineering.

Prerequisite: Introduction to Computer-Aided Drafting and Design 1.

Expectations for graduates addressed in this course: E3&4, M1,2&3, S-T1,2&3, A3&6, B1,2,3&5, H3

Computer-Aided Architectural Drafting and Design – 0733CP / 0735H

Grades 9 – 12 1 Credit Full Year

Come design your dream home! Utilizing state of the art Envisioneer software, you can create 3D architectural designs, landscape plans, and take a virtual tour inside and outside your home. Areas explored include the principles of architecture and design, planning, lot selection, foundations, floor plans, elevation plans, and construction details. Upon completion of your design, you will have created a full set of working drawings and illustrations of your dream home.

This course is **highly recommended** for students with architectural, landscaping, and interior design aspirations.

Expectations for graduates addressed in this course: E3&4, M1,2&3, S-T1,2&3, A3&6, B1,2,3&5, H3

Home Technology and Repair – 0743CP

Grades 9 – 12 .5 Credits Semester

This course is designed to prepare students to be a homeowner and consumer by teaching basic “life skills” and techniques in and around the home. Skills such as basic tools, carpentry, electricity, plumbing, painting and masonry will be taught. This course will also cover topics such as household emergencies, home energy systems, interior and exterior maintenance while emphasizing the concept of “going green” around the home. Current and future technologies in the home will be explored such as home communication systems, media systems, heating systems, appliances, etc. Proper maintenance of all housing systems will be stressed. Through the study and mastery of skills, career oriented students may explore a number of trades and professions to develop a career path.

Expectations for graduates addressed in this course: E4, M3, S-T1, S-T2, S-T3, A5, A6, WL4

Technology Student Assistant – 0751CP / 0751H

Grades 11– 12 1 Credit Full Year

Students who have successfully completed the courses recommended in **any of the areas of concentration in Technology Education** are eligible to elect this course. In this course, students will act as lab assistants to the instructor and will follow a course of independent study, which will include, but not be limited to, research, design, detailed planning, fabrication, and production techniques. Written and oral presentations will be required of the students electing independent study.

Prerequisite: Completion of coursework in an area of concentration and teacher approval.

The required Independent Study Proposal Form must be completed by March 25, 2016.

Introduction to Woodworking – 0755CP

Grades 9 – 12 .5 Credits Semester

This course is designed to introduce the students to the fundamentals concerning the nature, the importance, and the methods of processing wood. Students will learn how to safely operate hand tools, power tools, and machinery. By utilizing basic tools and operations, the students produce a useful product involving designing, planning, fabricating and finishing. Laboratory activities are an integral component of this course.

Expectations for graduates addressed in this course: M3, S-T1, S-T2, S-T3, WL4, A5, A6, A8

Advanced Woodworking – 0756CP

Grades 9 – 12 .5 Credits Semester

This course is a continuation of the Introduction to Woodworking course. Students design and manufacture a prototype of a product and provide a description of how the product could be manufactured in a state-of-the art American Industry. The concentration is designed to develop both technical and analytical competencies required within the manufacturing engineering support group. This course involves laboratory experiments and additional course work within the Math & Science curricula. This combination provides the student with the practical knowledge of manufacturing processes, the ability to apply these processes, and the ability to plan, coordinate and implement aspects of productions projects. Updates in this course were incorporated in line with Fitchburg State College – Industrial Technology- Manufacturing and Engineering Technology Concentration.

The purpose of this course is:

- To create products utilizing various materials with innovative features.
- To understand and apply the research and development process.
- To understand and appreciate the technology in today's society.
- To create appropriate product marketing process packaging.
- To present basic fundamental processes and safety techniques.

Prerequisite: Introduction to Woodworking

Expectations for graduates addressed in this course: M3, S-T1, S-T2, S-T3, WL4, A5, A6, & A8

Intro to Communication Arts – 0760CP / 0760H

Grades 9 – 12 .5 Credits Semester

This class offers an introduction to the various elements of video and audio production. Students will learn how to create video productions using a professional TV studio and the adjoining Video and Audio Production Lab (VAPL). Projects in class include creating a Commercial, Public Service Announcement, Music Video, and other types of live TV and radio production. Students will learn about every job within a television studio and have the chance to experience them first hand during class productions. This course will include all the mechanics of video production including directing, scriptwriting, camera techniques, sound mixing, and acting. The class will emphasize teamwork, as students will work together to create edited video productions.

Expectations for graduates addressed in this course: H-S1, A2,3,5&6, B2

Advanced TV Production – 0762CP / 0762H

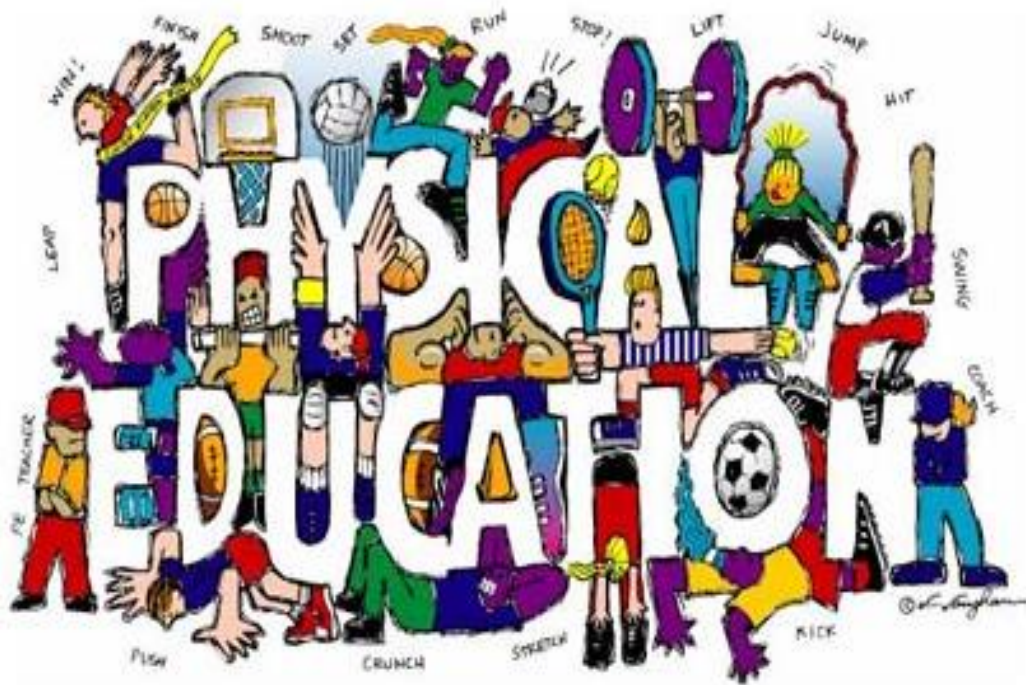
Grades 9 – 12 .5 Credits Semester

Students will apply knowledge gained from the Intro to Communication Arts class by integrating the mechanics of TV production such as, scriptwriting, reporting, camera techniques, directing, digital video editing, and audio mixing. The goal of the class is to produce a TV show which will report on the various activities happening at FHS. The class will require students to be available to videotape various events taking place outside of the regularly scheduled school day. Students will also learn how to produce a “live” show by using the Control Room adjacent to WFHS Studio 1.

Prerequisite: Introduction to Communication Arts CP/H.

Expectations for graduates addressed in this course: H-S1, A2,3,5&6, B2

Wellness Department



Department Head
Ms. Janelle Erskine
erskinej@foxborough.k12.ma.us

WELLNESS

Wellness is a means of striving to live one's life to its fullest potential and acting in healthy ways to prevent or decrease the chance of unnecessary illness. The content of the ninth and tenth grade Health and Physical Education Curriculum is presented in a systematic, sequential, and age-appropriate manner.

Physical Education

Required Sequence: Grades 9-12

Physical Education-0911CP	Grade 9	.25 Credits Semester 1
Physical Education-0912CP	Grade 9	.25 Credits Semester 2
Physical Education-0914CP	Grade 10	.25 Credits Semester 1
Physical Education-0915CP	Grade 10	.25 Credits Semester 2
Physical Education-0941CP	Grade 11	.25 Credits Semester 1 or 2
Physical Education-0942CP	Grade 12	.25 Credits Semester 1 or 2

Expectations for graduates addressed in Physical Education courses: H1, H2-H3

As a graduation requirement, all students must earn **1.5 credits** in the required sequence of Physical Education 9-12 courses-0911CP, 0912CP, 0914CP, 0915CP, 0941CP and 0942CP.

Further, students must earn a grade of "C" or better in any Physical Education course in order to move on to the Elective Physical education.

Physical Education plays an important role in every student's physical, mental and social well-being. A physically educated student understands and seeks the benefits of a healthy and physically active life. Students in high school are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to participate in throughout life. Students demonstrate competency in a variety of lifetime physical activities and plan, implement, self-assess and modify a personal fitness plan. Fitness Testing will be administered in the fall and spring.

Electives: Grades 11-12 Only

Physical Education Basketball-0943CP	Grades 11-12 -- .25 Credits
Physical Education Group Exercise-0946CP	Grades 11-12 -- .25 Credits
Physical Education Team Sports-0947CP	Grades 11-12 -- .25 Credits
Physical Education Personal Training-0948CP	Grades 11-12 -- .25 Credits
Physical Education Yoga-0949CP	Grades 11-12 -- .25 Credits
Physical Education Warrior Teammate-0951CP	Grades 11-12 -- .25 Credits

Physical Education: Basketball - 0943CP

Grades 11 - 12 .25 Credits Semester

This course covers the fundamentals of basketball including but not limited to shooting, passing, dribbling, individual defensive skills, as well as team concepts and game strategy. Emphasis is on skills development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball.

Physical Education: Group Exercise - 0946CP**Grades 11 - 12 .25 Credits Semester**

This is a fitness based course intended to challenge the body. Students in this course will have the opportunity to participate in a variety of group exercise classes. These will include, but not be limited to, experiences such as yoga, Pilates, T25, Insanity, kickboxing, boot camp, core training, circuit training and Zumba.

Physical Education: Team Sports - 0947CP**Grades 11 - 12 .25 Credits Semester**

This standards based course is designed for the student who likes to get "physical." The goal of the course is to strengthen movement forms, concepts, principles and skills through participation in a variety of team sports. This elective will focus on teamwork, fair play, fun and sportsmanship. Team sports include, but are not limited to, Molokai, volleyball, Wallyball, lacrosse, softball, Ultimate Frisbee, soccer, basketball, football, whiffle ball and floor hockey.

Physical Education: Personal Training - 0948CP**Grades 11 - 12 .25 Credits Semester**

Students will learn concepts of physical fitness, strength training techniques and weight training vocabulary. Students will also design personalized workout plans based on individual goals and instructor guidance to be performed each class. These specific goals will be tested throughout the semester. Nutrition consultation will also be provided and a program designed for specific sport training will also be available.

Physical Education: Yoga - 0949CP**Grades 11 - 12 .25 Credits Semester**

The goal of this course is to introduce students to the benefits of yoga. Students in this elective will utilize yoga practices to become more physically, mentally, energetically, and emotionally fit. The emphasis in this class will be on poses and postures designed to develop flexibility, muscular strength, and muscular endurance. Emphasis will be placed on correct alignment and safe practice. Yoga students will learn concepts of physical fitness, identify stress reduction techniques, gain an increased ability to concentrate, teach their peers, and develop a Personal Fitness Plan to support a lifetime of fitness.

Physical Education: Warrior Teammate - 0951CP**Grades 11 - 12 .25 Credits Semester**

Warrior Teammate is collaboration between regular and special educational staff, which creates a special learning opportunity for both regular and special education students. Special needs students and their "Teammates" work together on their physical education as well as vocational, academic, and social skills. In the physical education class, activities are developed which teach the importance of physical fitness. Students will work to help students prepare for the Special Olympics, develop fine and gross motor skills, improve mobility, and model appropriate behavior and social skills. In the vocational skills portion of the class, the "Teammates" reinforce appropriate work behavior and social skills within a vocational setting with jobs in the school. In the academic portion of this class, partners will work together to support partners to fulfill classroom expectations with in the mainstream. Students may also work with postgraduate students in the area of transition skills from school to independent life. The coursework includes completion of a weekly journal, assigned readings, case studies, site-visitations, on-site field trips, and a final paper on a specific disability.

****Students who wish to seek this course opportunity MUST complete paper work in Guidance.**

****There are a limited number of seats in this course.**

The following are Foxborough High School Physical Education activities:

Team Sports	Life-Long / Individual	Fitness
Flag Football	Tennis	Fitness Circuits
Basketball	Badminton	Power Walking
Softball	Disc Golf	Wellness Center
Wiffle Ball	Yoga	Strength Training
Floor Hockey	Pilates	Agility Training
Ultimate Frisbee		Fitness Testing
Molokai		
Volleyball		

Health Education

Required Sequence: Grades 9-10

Health Education-0916CP	Grade 10	.25 Credits	Semester 1
Health Education-0913CP	Grade 9	.25 Credits	Semester 2

Expectations for graduates addressed in Health courses: H1,H3

As a graduation requirement, all students must earn .5 credits in the required sequence of Health 9-10 courses-0913CP, and 0916CP.

The Health Education program is designed to help students acquire an understanding of health concepts and skills and learn how to apply them in making healthy decisions to improve, sustain and promote personal, family and community health. In Health Education developmentally appropriate instruction that contributes to a healthy lifestyle is used to study: mental health, eating disorders, suicide prevention, stress and time management techniques, CPR, , nutrition/weight management, human growth and development, sexually transmitted diseases, prevention of dating violence, bullying and cyber bullying, alcohol, and how to access reliable health information and resources. The experience will guide students toward an improved quality of life as a result of increased self-awareness, coping skills, academic skills, and social skills. Students will see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families and for the larger community.

World Languages Department



Department Head
Ms. Kerry Frazier
frazierk@foxborough.k12.ma.us

WORLD LANGUAGES DEPARTMENT

A student graduating from Foxborough High School should be able to communicate in at least one language other than English. The World Languages Department of the Foxborough Public Schools ensures an environment of high expectations, where students and teachers feel safe taking risks as they make their best effort to use only the target language and take responsibility for their own learning. Students and teachers are actively engaged in language learning as they collaborate on work that helps them to make connections between the target culture and their own. As students become global citizens, they will appreciate and value the differences in others, and will be able to succeed in the global community. We strive to provide students with opportunities to continue their use of the language outside the classroom, teaching them the value of experiencing the target culture first-hand. Students are also encouraged to participate in the FHS Exchange programs. Proficiency targets provided in the course descriptions are based upon the ACTFL National Standards for World Languages.

FRENCH

French 1 – 0311CP

Grades 9-12 1 Credit Full Year

This beginning course in French is open to students who have not taken French before and would benefit from practice and repetition. This class emphasizes the development of oral and listening proficiency. The proficiency target for students in this course is Novice High.

Expectations for graduates addressed in the course: WL,1,2,3,4&5, E2,3& E4, H-S2, A1,3,5,7&9, B1&2

French 2 – 0321H

Grades 9 – 12 1 Credit Full Year

This course is a continuation of the work completed in French 1. The course stresses proficiency in the four basic skills. Student-centered and proficiency driven activities will dominate the language instruction. Interpersonal, interpretive and presentational communicative modes will characterize classroom activity. The proficiency target for students in this course is Intermediate Low.

Prerequisite for Honors: Successful completion of French 1.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2,3&4, H-S2, A1, 3, 5,7&9, B1&B2

French 3 – 0331H

Grades 10 – 12 1 Credit Full Year

Along with student-centered and proficiency driven activities in speaking, listening, reading and writing, interpersonal, interpretative and presentational communicative modes will characterize classroom activity. Assessment of proficiency in speaking, listening, reading, and writing will be the basis for promotion to the next level. This honors course completes all of the French Level 3 material of French study in one year and requires serious commitment. It is offered to students possibly considering AP French their senior year. The proficiency target for students in this course is a weak Intermediate Mid.

Prerequisite for French 3: Successful completion of French 2.

Expectations for graduates addressed in the course: WL,1,2,3,4&5, E2,3&4, H-S2, A1, 3, 5,7&9, B1&2

French 3 – 0332CP

Grades 10 – 12 1 Credit Full Year

Along with student-centered and proficiency driven activities in speaking, listening, reading, and writing, interpersonal, interpretative and presentational communicative modes will characterize classroom activity. Assessment of proficiency in speaking, listening, reading, and writing will be the basis for promotion to the next level. This course will explore the study of French at a pace more consistent with the needs of the college bound students not selecting AP French their senior year. The proficiency target for students in this course is a weak Intermediate Mid.

Prerequisite: Successful completion of French 2.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E3&4, H-S2, A1,3,5,9&9, B1&2

French 4 – 0341H

Grades 11 – 12 1 Credit Full Year

Classroom instruction will continue to emphasize student-centered and proficiency driven activities in speaking, listening, reading and writing. The interpersonal, interpretive, and presentational communicative modes will characterize classroom activity. Assessment of proficiency in speaking, listening, reading and writing will be the basis for promotion to the next level. Increased mastery of language functions will permit students to attain higher levels of proficiency. This honors course is a pre-requisite for AP French. The proficiency target for students in this course is Intermediate Mid.

Prerequisite: Grade of B- or better in French 3/ Honors or B+ in French 3 College Preparatory.

Expectations for graduates addressed in the course: WL,1,2,3,4&5, E2,3&4, H-S2, A1,3,5,7&9, B1&2

French 4 – 0342CP

Grades 11 – 12 1 Credit Full Year

Classroom instruction will continue to emphasize student-centered and proficiency driven activities in speaking, listening, reading and writing. The interpersonal, interpretive, and presentational communicative modes will characterize classroom activity. Assessment of proficiency in speaking, listening, reading and writing will be the basis for promotion to the next level of instruction. Increased mastery of language functions will permit students to attain higher levels of proficiency. This class will explore the study of French at a pace more consistent with the needs of the college bound students not selecting AP French. The proficiency target for students in this course is Intermediate Mid.

Prerequisite: Grade of C- or better in French 3 College Preparatory.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2, 3&4, H-S2, A1,3,5,7,&9, B1&2

French 5 – 0352H

Grade 12 1 Credit Full Year

Classroom instruction will continue to emphasize student-centered and proficiency driven activities in speaking, listening, reading and writing. The interpersonal, interpretive, and presentational communicative modes will characterize classroom activity. Increased mastery of language functions will permit students to attain higher levels of proficiency. A performance assessment in speaking and listening proficiency will serve as the basis for evaluating the students. This class of French is conducted at a pace more consistent with the needs of the college bound students not selecting AP French their senior year. The proficiency target for students in this course is a weak Intermediate High.

Prerequisite: Grade of B- or better in French 4 Honors or grade of B+ or better in French 4 College Preparatory.

Expectations for graduates addressed in the course: WL,1,2,3,4&5, E2,3& E4, H-S2, A1,3,5,7&9, B1&2

French 5 – 0352CP**Grade 12 1 Credit Full Year**

This course is designed for the student who wishes to continue French as a senior. The development of conversational skills will be emphasized. Cultural as well as everyday topics will be explored through short readings, videos, poetry, and songs. Students will be expected to speak and write in the target language. The proficiency target for students in this course is a weak Intermediate High.

Prerequisite: Grade of C- or better in French 4 CP.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2,3&4, H-S2, A1, 3,5,7&9, B1&2

Advanced Placement French – 0351AP**Grade 12 1 Credit Full Year**

This course is intended to continue the objectives of Honors French 4. The emphasis of the course is on active communication. The course develops the student's ability to understand formal and informal spoken French in various contexts. Students will acquire a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary. Students will learn to express themselves coherently and with reasonable fluency and accuracy in both written and spoken French. Students will be required to take the Advanced Placement examination. The proficiency target for students in this course is a weak Intermediate High.

Prerequisite: Grade of B or better in French 4 Honors.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2,3&4, A1,3,5,7&9, B1&2

SPANISH**Spanish 1 – 0360CP****Grades 9 – 11 1 Credit Full Year**

This beginning course in Spanish is open to students: (a) who have not taken Spanish before and would benefit from more practice and repetition; (b) students who have been recommended by their 8th grade or Spanish 1 teacher to retake this course. This class emphasizes the development of oral and listening proficiency. The proficiency target for students in this course is Novice High.

Expectations for graduates addressed in the course: WL,1,2,3,4&5, E2,3& E4, H-S2, A1,3,5,7&9, B1&2

Spanish 2 – 0362CP**Grades 9 – 12 1 Credit Full Year**

This course is a continuation of the Spanish 1 class and is designed for students who will continue to benefit from a pace which encourages practice and repetition. Students in this class will see continued emphasis on the development of oral and listening proficiency, and will also develop skills in reading and writing in the target language. The proficiency target for students in this course is Intermediate Low.

Prerequisite: Successful completion of Spanish 1.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2,3&4, H-S2, A1, 3,5,7&9, B1&2

Spanish 3A – 0365CP**Grades 9 – 12 1 Credit Full Year**

This course is a continuation of the Spanish 1/Spanish 2 sequence. Students in this class will complete a Spanish Intermediate-Mid level proficiency curriculum at a pace which allows them to become more proficient as they continue to work on speaking, writing, reading and listening skills. The proficiency target for students in this course is a weak Intermediate Mid.

Prerequisite: Successful completion of Spanish 1 and 2.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2,3&4, H-S2, A1, 3,5,7&9, B1&2

Spanish 3 – 0371H

Grades 9 – 12 1 Credit Full Year

Along with student-centered and proficiency driven activities in speaking, listening, reading and writing, interpersonal, interpretative and presentational communicative modes will characterize classroom activity. Assessment of proficiency in speaking, listening, reading and writing will be the basis for promotion to the next level. This honors course completes all of the Spanish 3 material of Spanish in one year and requires serious commitment. It is offered to students possibly considering AP Spanish their senior year. The proficiency target for students in this course is Intermediate Mid.

Prerequisite: Grade of B+ or better in 8th grade Spanish (Spanish 2) and teacher recommendation.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2,3&4, H-S2, A1,3,5,7&9, B1&2

Spanish 3 – 0372CP

Grades 9 – 12 1 Credit Full Year

Along with student-centered and proficiency driven activities in speaking, listening, reading and writing, interpersonal, interpretative and presentational communicative modes will characterize classroom activity. Assessment of proficiency in speaking, listening, reading and writing will be the basis for promotion to the next level. This course will explore the study of Spanish at a pace more consistent with the needs of the college bound students not planning on selecting AP Spanish their senior year. The proficiency target for students in this course is Intermediate Mid.

Prerequisite: Successful completion of 8th grade Spanish (Spanish 2).

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2, 3&4, H-S2, A1,3,5,7&9, B1&2

Spanish 4 – 0381H

Grades 11 – 12 1 Credit Full Year

Classroom instruction will continue to emphasize student-centered and proficiency driven activities in speaking, listening, reading and writing. The interpersonal, interpretive, and presentational communicative modes will characterize classroom activity. Assessment of proficiency in speaking, listening, reading and writing will be the basis for promotion to the next level. Increased mastery of language functions will permit students to attain higher levels of proficiency. This Honors course is a pre-requisite preparation for AP Spanish the senior year.

Prerequisite: Grade of B- or better in Spanish 3 Honors or B+ or better in Spanish 3 CP.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2,3&4, H-S2, A1, 3,5,7&9, B1&2

Spanish 4 – 0382CP

Grades 11 – 12 1 Credit Full Year

Classroom instruction will continue to emphasize student-centered and proficiency driven activities in speaking, listening, reading and writing. The interpersonal, interpretive, and presentational communicative modes will characterize classroom activity. Assessment of proficiency in speaking, listening, reading and writing will be the basis for promotion to the next level. Increased mastery of language functions will permit students to attain higher levels of proficiency. This class will explore the study of Spanish at a pace more consistent with the needs of the college bound students not selecting AP Spanish their senior year. The proficiency target for students in this course is a weak Intermediate High.

Prerequisite: Grade of C- or better in Spanish 3 CP.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2,3&4, H-S2, A1, 3,5,7&9, B1&2

Spanish 5 - 0387CP

Grades 11 - 12 1 Credit Full Year

This course is designed for the student who wishes to continue Spanish as a senior. The development of conversational skills will be emphasized. Cultural as well as everyday topics will be explored through short readings, videos, poetry, and songs. Students will be expected to speak and write in the target language. The proficiency target for students in this course is Intermediate High.

Prerequisite: Grade of C- or better in Spanish 4 CP.

Expectations for graduates addressed in the course: WL1,2,3,4&5, E2,3&4, H-S2, A1, 3,5,7&9, B1&2

Spanish 5 - 0387H

Grades 11 - 12 1 Credit Full Year

Classroom instruction will continue to emphasize student-centered and proficiency driven activities in speaking, listening, reading and writing. The interpersonal, interpretive and presentational communicative modes will characterize classroom activity. Increased mastery of language functions will permit students to attain higher levels of proficiency. A performance assessment in speaking and writing proficiency will serve as the basis for evaluating students. This class of Spanish is conducted at a pace more consistent with the needs of the college bound students not selecting AP Spanish for their senior year. The proficiency target for students in this course is Intermediate High.

Prerequisite: Grade of B- in Spanish 4 Honors or B+ or better in Spanish 4 CP.

Expectations for graduates addressed in this course: WL1,2,3,4&5, E2,3&4, H-S2, A1,3,5,7&9, B1&2

Advanced Placement Spanish - 0386AP

Grades 11 - 12 1 Credit Full Year

This course is intended to continue the objectives of Spanish 4 Honors. It encompasses aural/oral skills, reading comprehension, grammar, and composition. It emphasizes the use of Spanish for active communication and has the following objectives: the ability to comprehend formal and informal spoken Spanish; the acquisition of vocabulary and grasp of structure to allow the easy, accurate reading of newspaper magazine articles and modern literature in Spanish; the ability to compose expository passages; and the ability to express ideas orally with accuracy and fluency. Students will be required to take the Advanced Placement examination. The proficiency target for students in this course is Advanced Low.

Prerequisite: Grade of B or better in Spanish 4 Honors.

Expectations for graduates addressed in this course: WL1,2,3,4&5, E2,3&4, H-S2, A1,3,5,7&9,B1&2

AMERICAN SIGN LANGUAGE

American Sign Language 1 - 0392CP

Grades 9 - 11 1 Credit Full Year

In ASL 1, students will be introduced to commonly used signs and basic grammar rules as well as information about the culture. Class work will focus on expressive and receptive language development. This course is recommended for students who would benefit from a class in which they would have more opportunity for review, repetition and reinforcement. This course prepares students for the next class in the ASL sequence, ASL 2 College Preparatory or ASL 2 Honors. This class would also be beneficial to students who are planning on careers in education or health care. The proficiency target for students in this course is Novice High. Expectations for graduates addressed in this course: WL 1,2,3,4&5

American Sign Language 2 – 0393H

Grades 10 – 12 1 Credit Full Year

This course provides further opportunities for students to expand their basic sign language skills with a greater emphasis on expressive abilities. Increased emphasis on conversational skills will provide students with the opportunity to develop a personal "signing style". The class will focus more deeply on cultural aspects of the culture. This level I course is recommended to students who would continue to benefit from a faster-paced class and wish to continue to improve fluency and skills in ASL. This class would also be beneficial to students who are planning on careers in education or health care. The proficiency target for students in this course is Intermediate Low. This class is open to 10, 11, 12th graders upon recommendation of the teacher.

Prerequisite: B+ or better in ASL 1 CP.

Expectations for graduates addressed in this course: WL 1,2,3,4&5

American Sign Language 2 – 0394CP

Grades 10 – 12 1 Credit Full Year

This ASL 2 course provides further opportunities for students to expand their basic sign language skills with a greater emphasis on expressive abilities. Increased emphasis on conversational skills will provide students with the opportunity to develop a personal "signing style". The class will focus more deeply on cultural aspects of the culture. This course is recommended to the students who would continue to benefit from a class, which emphasizes review, repetition and reinforcement of vocabulary and structure. This class would also be beneficial to students who are planning on careers in education or health care. The proficiency target for students in this course is Intermediate Low. ***Prerequisite: Successful completion of ASL 1 CP.***

Expectations for graduates addressed in this course: WL 1,2,3,4&5

American Sign Language 3 – 0395H

Grades 11 – 12 1 Credit Full Year

This course further develops and refines the receptive and expressive American Sign Language skills, visual-spatial orientation, vocabulary, figurative language, and syntax acquired in ASL 1 and ASL 2. This is a performance class. Students in this course will be expected to perform using their ASL skills at various functions in their school and town. Students will also further their knowledge of culture, literature, storytelling, folklore, idioms and classifiers. The proficiency target for students in this course is a weak Intermediate Mid.

Prerequisite: B- or better in ASL 1 Honors or B+ in ASL 2 CP.

Expectations for graduates addressed in this course: WL 1,2,3,4&5

American Sign Language 3 – 0359CP

Grades 11 – 12 1 Credit Full Year

This course further develops and refines the receptive and expressive American Sign Language Skills, visual-spatial orientation, vocabulary, figurative language, and syntax acquired in ASL 1 and ASL 2. The class will focus more deeply on cultural aspects of the culture. This course is recommended to the students who would continue to benefit from a class which emphasizes review, repetition and reinforcement of vocabulary and structure. This class would also be beneficial to students who are planning on careers in education or health care. The proficiency target for students in this course is Intermediate Mid.

Prerequisite: Successful completion of ASL 2CP.

Expectations for graduates addressed in this course: WL 1,2,3,4&5

Virtual High School



Virtual High School (VHS) is a collaborative of nearly 400 national and international participating high schools offering full-semester and yearlong on-line courses. Participation in the VHS cooperative is an innovative and economical program for participating schools. Currently, an offering of over 250 courses will allow FHS to instantly expand, not replace, curricular offerings while giving students the advantage to meet singleton needs and eliminate scheduling conflicts. At Foxborough High School, seniors and juniors will have priority in signing-up for the VHS program. All Advanced Placement courses run for the entire year. A student will be required to take the AP exam upon completion of the course. All remaining courses run for a semester. Credits earned through VHS classes **will** count towards graduation, and towards student's G.P.A.

Visit <http://thevhscollaborative.org> for the course catalog and more information.



Virtual High School offers a catalog of full semester courses in the Arts, Foreign Language, Language Arts, Life Skills, Math, Science, Social Studies, Technology and AP Study to students in VHS member schools. The courses listed are current at the time of publication. Visit our website at <http://thevhscollaborative.org>.

STUDENT COURSE CHECKLIST

Freshmen: (Class of 2020)



- You must select English 9, Algebra 1, Biology, Modern World History/Geography, World Language, Physical Education, and Health.
- You must select 1 credit of electives.
- You must have the necessary 24 credits to graduate.

Sophomores: (Class of 2019)



- Assuming you passed all your classes in grade 9, you must select English 10, Geometry, Chemistry, U.S. History I, World Language, Physical Education, and Health.
- You must select 1 credit of electives.
- You must have the necessary 24 credits to graduate.

Juniors: (Class of 2018)



- Assuming you passed all your classes in grade 9 and grade 10, you must select English 11, Algebra 2, Science, U. S. History II, and 1 semester of Physical Education. World Language is **strongly** recommended.
- You must select 1.5 - 2.5 additional credits of electives.
- You must have the necessary 24 credits to graduate.

Seniors: (Class of 2017)



- Assuming you passed all your classes in grades 9, 10, and 11, you must select English, Math, and 1 semester of Physical Education. Science, History, and World Language are **strongly** recommended.
- You are required to fill your schedule with at least 6.75 total credits.
- At the end of this year, you must have the necessary 24 credits to graduate:



- English – 4 credits (1 credit per year)
 - Mathematics – 4 credits (1 credit per year)
 - History – 3 credits (1 credit must be U.S. History II)
 - Science – 3 credits
 - World Language – 2 credits
 - Physical Education – 1.5 credits
 - Health – .5 credits
- You need to have passed the MCAS Exams with a minimum score of 220 in English Language Arts, Mathematics, and Science.

FOUR YEAR PLAN

<u>FRESHMAN YEAR</u>	<u>CREDIT</u>	<u>SOPHOMORE YEAR</u>	<u>CREDIT</u>
English	1.0	English	1.0
Algebra 1	1.0	Geometry	1.0
Biology	1.0	Chemistry	1.0
Modern World History/Geography	1.0	U.S. History I	1.0
World Language	1.0	World Language	1.0
Physical Education	.5	Physical Education	.5
Health	.25	Health	.25
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<i>(Minimum)</i>	<i>(6.75)</i>	<i>(Minimum)</i>	<i>(6.75)</i>
Total Yearly Credits_____		Total Yearly Credits_____	

<u>JUNIOR YEAR</u>	<u>CREDIT</u>	<u>SENIOR YEAR</u>	<u>CREDIT</u>
English	1.0	English	1.0
Algebra 2	1.0	Mathematics	1.0
Science	1.0	Science <i>(Recommended)</i>	1.0
U.S. History II	1.0	History <i>(Recommended)</i>	1.0
World Language <i>(Recommended)</i>	1.0	World Language <i>(Recommended)</i>	1.0
Physical Education	.25	Physical Education	.25
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<i>(Minimum)</i>	<i>(6.75)</i>	<i>(Minimum)</i>	<i>(6.75)</i>
Total Yearly Credits_____		Total Yearly Credits_____	

A minimum of 24 credits are required for graduation.