

Framingham



Program of Studies 2021-2022

FRAMINGHAM HIGH SCHOOL 2021-2022 PROGRAM OF STUDIES

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MISSION STATEMENT

The mission of Framingham Public Schools, a system that understands and values our diversity, is to educate each student to learn and live productively as a critically thinking, responsible citizen in a multicultural, democratic society by providing academically challenging instructional programs taught by highly-qualified and diverse staff and supported by comprehensive services in partnership with our entire community.

Framingham High School will provide students with a comprehensive, challenging and diverse learning environment, which will enable our students to become successful members of the global community.

EXPECTATIONS FOR STUDENT LEARNING

ACADEMIC

Students at Framingham High School will:

- Write and speak clearly and effectively
- Read actively and critically
- Listen actively and effectively
- Demonstrate research skills by finding and using information efficiently, critically, and ethically
- Use technological tools and resources effectively
- Understand and apply interdisciplinary problem solving skills

CIVIC/SOCIAL

Students at Framingham High School will:

- Promote a school community that values human differences and challenges stereotypes
- Work collaboratively
- Participate in activities that connect the school with the local and global community
- Maintain standards of academic and intellectual integrity, responsibility, and honesty
- Understand and pursue general wellness

Vision of the Graduate

Respond thoughtfully and collaboratively

Improve the school and community

Skillfully communicate

Effectively articulates thinking

Utilize resources strategically

Persevere in facing challenges

RISE UP!

ACCREDITATION STATEMENT

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

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

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

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the Association at 209 Burlington Road, Bedford, Massachusetts 01730, telephone number (781) 271-0022.

NON-DISCRIMINATION POLICY

The Framingham Public Schools does not discriminate on the basis of sex in the educational programs or activities which it operates and is required by Title IX not to discriminate in such a manner. In addition, no child shall be excluded from or discriminated against in admission to a public school or in obtaining the advantages, privileges, and courses of the study of such public schools on account of race, color, sex, religion, sexual orientation, national origin or disability.

Introduction to the Program of Studies

Welcome to the Framingham High School Program of Studies! The years you spend at Framingham High School (FHS) can help open doors to your future by exposing you to a wide variety of courses. We take great pride in being a comprehensive high school that has many opportunities/choices to offer every student.

It is important that you make thoughtful choices about your course selections so you can meet the goals you want to achieve in your time here. Use this guide to understand the opportunities available to you here at FHS. Inside, you will find key information regarding the FHS graduation requirements. There are also helpful materials regarding scheduling and course selection, including descriptions of the many courses offered. Finally, there are sections devoted to special programs and college standards.

Your school counselor is available to advise you on your four-year program planning and all aspects of this Program of Studies. The School Counseling department consists of nine counselors, a college and career counselor, and two secretaries. All students are assigned to counselors alphabetically and the same assignment will be maintained throughout your entire four-year high school career. The relationship that grows between the student and the counselor is the paramount factor in guidance. We strongly encourage students to access this service as counselors work with students on college and career planning, decision-making, selection of the academic program, personal and developmental issues, and referrals. Contact with counselors may be established via phone, e-mail, or through the counseling secretaries, ext. 27501 and 27502. In terms of course selection, it is important to note that counselors serve as students' advocates. Each child's counselor has an overall view of the student's educational history, current level of achievement, goals and aspirations.

FHS Graduation Requirements

A Framingham High School diploma is awarded in recognition of the completion of the academic requirements described below. The diploma also signifies that the student has, in the opinion of the School Committee, achieved standards of conduct during the period up to and including the time of graduation that will include him/her as a successful graduate of the Framingham Public Schools. At the request of the FHS Principal, these requirements shall be reviewed by the School Committee. A minimum of 22 credits is required for graduation. During the senior year (Grade 12), full-time students must pass a total of 5 credits for graduation. The following class requirements must be met in order to graduate:

| | |
|---|--------------------|
| English (Successful completion of English I and II required) | 4 credits |
| History and Social Sciences ¹ (Successful completion of Modern World History, USI and USII required) | 3 credits |
| Mathematics | 3 credits |
| Science | 3 credits |
| World Languages ² | 2 credits |
| Practical Arts ³ | 1 credit |
| Fine Arts ⁴ | 1 credit |
| Physical Education ⁵ | 1.5 credits |
| Health | 0.5 credit |

¹ History and Social Science mandated course requirements. Changes are due to alignment with new 2002 Massachusetts DOE Curriculum Framework.

² The World Language requirement may be waived when a Special Education student has recent psychological testing which identifies a language based learning disability and the IEP Team agrees that a waiver is in the best interest of the student.

³ Practical Arts includes all courses in Technology Education, Family and Consumer Sciences and Computer Sciences.

⁴ Fine Arts include all courses in Art, Music, Theatre, Humanities, and some courses in Graphics, Architectural Design, Photography, Video Production, Interior Design, and Fashion Design.

⁵ All students are required to enroll in at least one PE/Health course per year every year. Each semester course is worth .5 credit.

MASSACHUSETTS STATE UNIVERSITY SYSTEM AND UMASS MINIMUM ADMISSIONS REQUIREMENTS

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED recipient.

The admissions standards for freshmen applicants have two main parts:

1. Sixteen* college preparatory courses distributed as below are required. (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

* Effective with the college freshman class entering fall 2016, the number of required courses will increase to 17 with the additional year of math.

2. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.

| Subject | Requirement for college freshman class entering... | | | | | |
|-------------------|--|-----------|-----------|-----------|--|----------------------|
| | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 and beyond |
| English | 4 courses | | | | | |
| Mathematics | 3 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework) | | | | 4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school | |
| Sciences | 3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering; including 2 courses with laboratory work); <i>Technology/engineering courses must be designated as science courses (taken for science credit) by the high school</i> | | | | 3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering), including 3 courses with laboratory work | |
| Social Sciences | 2 courses (including 1 course in U.S. History) | | | | | |
| Foreign Languages | 2 courses (in a single language) | | | | | |
| Electives | 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences) | | | | | |

NCAA REQUIREMENTS FOR STUDENT ATHLETES

Students who plan to participate in varsity athletics at a National Collegiate Athletic Association Division I or II institution must satisfy the following requirements:

1. Graduate from high school.
2. Earn the equivalent of a C average in a core curriculum of sixteen college preparatory courses. These courses must be completed before graduation.
3. Earn the ACT/SAT score matching your core-course GPA on the NCAA sliding scale. (Minimum SAT scores are 900 for Division I or 840 for Division II).

Students who have these aspirations should check in with their school counselors and complete the NCAA Eligibility Center registration process by the end of their sophomore year.

Courses that meet the Practical and Fine Art requirement for graduation
(credits in parenthesis)

| Practical Arts | Fine Arts | Either |
|--|--|--|
| <p><u>TECHNOLOGY EDUCATION</u> AP Computer Science Principles (1.0) Marketing (.50) Computer Gaming ACP (.50) Computer Gaming 2 ACP (.50) Construction Technology (1.0) Digital Graphics 3 ACP (.50) Digital Photography 3 ACP (.50) Electronics 1 ACP (.50) Electronics 2 ACP (.50) Engineering Drawing & Design 1 ACP (.50) Engineering Drawing & Design 2 ACP (.50) Entrepreneurship (1.0) Video Production 3 HON (.50) Video Production 4 HON (.50) Web Design/HTML ACP (.50) Wood Manufacturing 1 (.50) Wood Manufacturing 2 (.50)</p> <p><u>FAMILY & CONSUMER SCIENCE</u> Advanced Culinary Skills ACP (.50) Advanced Clothing ACP (.50) Child Growth & Development ACP (1.0) Clothing 1 (.50) Early Childhood Education HON (1.0) Foods 1 ACP (.50) Intro to Healthcare Careers ACP (.50) Infant & Toddler Care (1.0) Psychology for Living ACP (.50) World Foods ACP(.50)</p> <p><u>HEALTH AND PE</u> Sports Psychology ACP (.50)</p> <p><u>MATHEMATICS</u> C++ Part 1 HON (.50) C++ Part 2 HON (.50) AP Computer Science (1.0)</p> | <p><u>ART</u> Foundations to Visual Art ACP (.50) Studio Art 2 ACP (1.0) Studio Art 3 HON (1.0) AP Studio Art (1.0) Ceramics 1 ACP (.50) Ceramics 2 ACP (.50) Painting 1 ACP (.50) Painting 2 ACP (.50) Painting 3 ACP (.50)</p> <p><u>DANCE</u> Introduction to Dance ACP (.50) Advanced Dance and Choreography ACP (.50)</p> <p><u>MUSIC</u> AP Music Theory (1.0) Band ACP (1.0) Beginning Guitar ACP (.50) FHS Chorus ACP (1.0) Orchestra ACP (1.0) Piano/Keyboard 1 ACP (.50) Piano/Keyboard 2 ACP (.50)</p> <p><u>THEATER</u> Acting 1 ACP (.50) Acting 2 ACP (.50) Music Theater 1 ACP (.50) Music Theater 2 ACP (.50) Theatre for Young Audiences ACP (.50) Theatre for Social Change ACP (.50) Acting & Play Study 1 HON (.50) Acting & Play Study 2 HON (.50)</p> <p><u>ENGLISH</u> Creative Writing ACP (.50) Graphic Novel Analysis ACP (.50) Humanities ACP (.50) Humanities 2 ACP (.50) Looking through the Lens ACP (.50)</p> <p><u>HISTORY</u> Art History ACP (.50)</p> | <p><u>TECHNOLOGY EDUCATION</u> Architectural Design 1 ACP (.50) Architectural Design 2 ACP (.50) Digital Graphics 1 ACP (.50) Digital Graphics 2 ACP (.50) Digital Photo 1 ACP (.50) Digital Photo 2 ACP (.50) Robotics ACP (.50) Video Production 1 ACP (.50) Video Production 2 ACP (.50)</p> <p><u>ART</u> Mixed Media Crafts A (.50) Engineering by Design 1 HON (1.0) Photo 1 (.50) Photo 2 (.50)</p> <p><u>THEATER</u> Advanced Acting HON (1.0)</p> <p><u>FAMILY & CONSUMER SCIENCE</u> Fashion Design ACP(.50) Interior Design ACP(.50) Advanced Interior Design ACP(.50)</p> |

SCHEDULING

Course Selection

Planning an educational program is an ongoing process and should involve as many people as possible, including the student, parents, teachers and school counselors.

1. **Attend the Curriculum Night for Parents and Students which will be made available on January 28th at 6:00 PM.** This is held in mid-winter for the purpose of providing information and assistance in the course selection process. Department chairs, teachers, counselors and administrators will be on hand to answer questions and provide insight based on past experience.
2. **Gather Information** –This course selection booklet has been prepared with the student in mind. Read it first to obtain information on the entire high school curriculum, and then go back to obtain specific information on those courses which are either required for next year or those which you might choose for an elective.

Your classroom teacher has in-depth knowledge of the content of various courses taught within the department. In addition, the teacher is usually aware of the level of expectation within each course. By knowing you as a student and the kind of work of which you are capable, your teacher can make the best recommendations as to which courses to take within the department.

Grade 9 students will receive their teacher's recommendations in the homeroom after February Break. While it is their responsibility to review the courses listed in this Program of Studies and fill out their course request sheet, support with the course selection process will be provided by school counselors during the spring semester.

School counselors have a broad overview of the entire curriculum and knowledge of the courses required to fulfill graduation requirements. School counselors are also able to advise students on the types of courses that will be helpful in terms of post-secondary plans. As such, all current Grade 10 and Grade 11 students are responsible for scheduling a 20-minute, individual appointment with their school counselor to review, discuss, and finalize their course requests. Counselor appointment books are available at: www.framingham.k12.ma.us/fhsschoolcounseling and students may make their appointment for any available time slot from February 22nd through April 1st. In preparation for their appointment, it is imperative that students review this Program of Studies to research electives of interest. Please note that students who meet with their school counselor earlier in the time frame do not receive any preferential benefit, as course requests for all students are put through simultaneously at a later date. However, we encourage Grade 10 and Grade 11 students to sign up for a counselor appointment as soon as possible so that they will have ample time to complete the process before the April 1st deadline.

Please be aware that not all choices for course selection can be accommodated because of scheduling constraints and school placement policies.

3. **Work Together to Select Courses** - Course selection marks the beginning of responsible decision-making for many students. Our hope is that students will take accountability for making their own choices while parents and guardians provide help and direction in the overall process.
4. **Level Selection** - The course recommendation and request procedure is a very thoughtful process on the part of the teacher, student, counselor, family, and academic department head. All course levels are designed to provide intellectual challenges for each student. Each spring, teachers make recommendations for the next year based on the student's performance in their course that year. Please be mindful that the master schedule is built based on student course requests. The number of course sections that are offered for each course is determined by student course requests and maximum enrollment in a section.

In the fall, a request to drop a course will not be honored. Changing your schedule because the class is assigned at a time that you prefer to be unscheduled will not be permitted. Students are expected to remain in the courses that they requested during the course selection process regardless of the period that they are scheduled. Our school budget, teacher assignments, and material resources are allocated as a result of student course requests. **The Honors, Advanced College Prep, and College Prep levels are differentiated by the degree of difficulty, intensity of study, and pace.**

Course levels are designated as follows:

- **Advanced Placement (AP):** These courses present challenging college-level curriculum material and require significant independent learning. Students will be expected to think critically, creatively, and analytically. These rigorous courses will follow the syllabi approved by the College Board. *Students are expected to register for and complete the corresponding Advanced Placement exam in May. Students not enrolled in an AP course offered at Framingham High School are not permitted to take the AP exam in that course without written permission of the Department Head and Vice Principal. The College Board Advanced Placement Program requires students to commit to taking AP Exams by early November, at which time payment will be collected at Framingham High School. In the event that a student decides not to take the exam, withdraws from the class, or adds an AP class after the November deadline, an additional fee is incurred.*
- **Honors (HON):** These courses present challenging standards-based curriculum material and require independent learning. Students will be expected to think critically, creatively, and analytically.
- **Advanced College Prep (ACP):** These courses present challenging standards-based curriculum material and require high-order thinking skills. Students will be expected to show a capacity for independent learning and strong academic skills
- **College Prep (CP):** These courses present challenging standards-based curriculum material and require high-order thinking skills with scaffolded supports. Students will be expected to strengthen their independent learning and academic skills.
- **Unleveled (U):** These courses present challenging standards-based curriculum that build specific skills and content through activity-based instruction. These courses are not factored into GPA. Self-contained Special Education courses are also unleveled and offer specially designed instruction.

5. Course Level Changes and Requests to Override a Teacher Recommendation

The course selection process is one that should be a cooperative venture among the student, the parent, the teacher, and the counselor. It is expected that when these course selections are made, the student will have the fortitude to adhere to the decision. Teachers and material resources are committed to classes based on student course requests.

Teacher recommendations are a thoughtful process based on student performance in the current class. Students and parents who are considering an override (moving up a level; e.g CP to ACP) must understand the increased expectations, commit to these expectations, and seek help from the teacher as needed. It will not be possible to switch back to a different level if those classes are full. Changing levels will be dependent on student efforts to succeed and the space available. Students must also be aware of the academic eligibility policy and be in compliance with this policy to participate in co-curricular activities. The course override form will be made available as an online form.

Please note, however, that any such change must be discussed with the student's parents/guardians, teachers involved in the change, and the school counselor. Although some changes may be made, it should be clearly understood that the reason has to be valid and that the request will not be automatically honored. A request to drop a course for privileges will not be honored. In the event that extenuating circumstances necessitate a schedule change, **any student withdrawing from a course after Term 1 Progress Reports will not receive credit and a W will be recorded on the official transcript.**

Students are expected to remain in the courses that they requested during the course selection process. The master schedule is created based on student primary requests. Our school budget, teacher assignments, and material resources are allocated as a result of this process.

GRADING SYSTEM

| Grade | Numerical Equivalent Grade | | Numerical Equivalent |
|--------------|-----------------------------------|----|-----------------------------|
| A+ | 4.3 | C+ | 2.3 |
| A | 4.0 | C | 2.0 |
| A- | 3.7 | C- | 1.7 |
| B+ | 3.3 | D+ | 1.3 |
| B | 3.0 | D | 1.0 |
| B- | 2.7 | D- | 1.0 |
| | | WP | |
| | | WF | |

Interpreting letter grades:

- A: This grade is received by students who demonstrate superior achievement in the attainment of course objectives.
- B: This grade is received by students who consistently meet the objectives of the course.
- C: This grade is received by students who have demonstrated an acceptable level of achievement for the course objectives with some demonstrable deficiency in performance.
- D: This grade represents a deficiency in student achievement. While credit is awarded, a final grade of D indicates a minimal and unsatisfactory level of achievement for the course objectives.
- P: This grade is used in circumstances where standard grading practices do not apply. Credit is awarded.
- F: This grade indicates that the student had failed to meet the minimum objectives of the course. No credit is awarded for this final grade.
- I: This grade indicates that the student must complete some assignment(s) in order to receive a grade for credit. It is expected that the teacher provide a firm timetable to complete the missing work in order to earn credit.
- WP/WF: This grade indicates that the student withdrew from a course after the add/drop deadline and was passing/not passing at the time of withdrawal.

Class Rank: Rank is reported in percentile bands (top 5%, 10%, etc.) and is based on weighted GPA.

| Course Level | Transcript Designation | GPA Factor |
|-----------------------|-------------------------------|---------------------|
| Advanced Placement | AP | +0.75 |
| Honors | HON | +0.50 |
| Advanced College Prep | ACP | +0.25 |
| College Prep | CP | +0 |
| Unleveled | U | Not included in GPA |

FRAMINGHAM HIGH SCHOOL RUBRICS

Used for Learning Assessment

LISTENING

| <u>Learning Standard</u> | <u>Notations</u> |
|---|------------------|
| Makes a rudimentary response | |
| Requests clarification | |
| Paraphrases to check understanding | |
| Expresses feelings and ideas | |
| Displays a willingness to incorporate new ideas objectively | |
| Analyzes, compares and contrasts information | |
| Draws conclusions, makes judgments based on the analysis of facts | |

SPEAKING

| Criteria | 4 | 3 | 2 | 1 |
|------------------------------|---|--|--|---|
| | Always | Usually | Sometimes | Never/Not Observed |
| Demeanor | Polished delivery | Confident and at ease | Shy, but makes an adequate presentation | Nervous, reticent, hesitant to the degree that it distracts the audience |
| Content | Full development, exhibiting unique or creative use of material | Full comprehension of subject matter; logical presentation' appropriate length | Understanding of subject matter. Presentation is organized | Lack of understanding of the subject matter, poorly organized, inappropriate length |
| Delivery | Spirited, passionate, and vivid use of language | Volume and rate are clear and appropriate | Either volume or rate is inadequate | Volume and rate are inadequate (i.e. too fast or too slow) |
| Rapport with Audience | Excellent eye contact; clear, dynamic and highly engaging | Consistent eye contact; focused delivery | Some eye contact and enthusiasm | No eye contact; little enthusiasm |

READING

| Criteria | 4 | 3 | 2 | 1 |
|--|---|---|--|--|
| | Always | Usually | Sometimes | Never/Not Observed |
| Word Analysis Vocabulary Acquisition (decoding strategies including phonics, prior knowledge, structure, and context) | Reads fluently. Understands literal and interpretive grade/language proficiency level vocabulary. | Successfully decodes most grade/language proficiency level vocabulary and creates meaning for key concepts. | Relies on only one decoding strategy and is unable to identify key words and concepts. | Demonstrates no effective strategies for decoding. |
| Connecting (relating text to one's knowledge, | Uses personal experiences and/or outside materials to make insightful | Uses personal experiences and/or outside materials to make thoughtful | Relates background knowledge/experience to text. May include superficial connections | An irrelevant, non-textual connection. |

| | | | | |
|--|--|--|---|--|
| personal experience or other texts) | connections related to the topic or theme. Connection and aid to comprehension is explained. | connections, related to information. Connection is explained. | unrelated to theme or topic. | |
| Predicting (thinking about what one knows, using text features to make predictions about what the text is about) | Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge of ideas and beliefs. Explains how predicting enhances comprehension. | Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction. | Draws conclusions or makes predictions that are consistent with text or background knowledge. | Attempts a prediction or conclusion. Prediction is inaccurate or unsubstantiated with textual information. |
| Questioning (generating questions before, during and after reading) | Poses and answers questions to enhance the meaning of text. Explores the ideas and/or issues in the text. Can explain how posing and answering questions deepens comprehension | Asks questions to clarify understanding and indicate higher level of thinking. | Asks questions that refer to literal aspects of the selection. | Asks questions that are inappropriate for the selection. |
| Summarizing (the process of determining important events or information into a central theme or idea) | Identifies multiple key ideas/concepts/events | Identifies at least one key concept as important in overall text meaning, and clearly explains why by citing support, and/or text structure. | Identifies part of the important information, or just lists facts without explanation. | Random guessing, inaccurate attempt to identify important information from the text. |
| Inferring (using what is stated in a text in order to interpret what is implied) | Develops interpretations and/or conclusions about the text that include connections between the text and the reader's background knowledge or ideas and beliefs. Can explain how the inference enhanced comprehension. | Draws conclusions and/or creates interpretations and can explain the source. | Draws conclusions or creates interpretations that are consistent with text or background knowledge. | No response/inference or inaccurate response or unsubstantiated with text information. |

WRITING

| Criteria | 4 | 3 | 2 | 1 |
|--|--|--|---|--|
| | Always | Usually | Sometimes | Never/Not Observed |
| Thesis/Hypothesis and Focus | Unique thesis/hypothesis clearly stated. Focus evident throughout. | Thesis/hypothesis clearly stated. Focus evident but contains some extraneous information. | Thesis/hypothesis poorly developed, limited and/or vague. Focus is unclear. | No clear thesis/hypothesis. Lacks focus. |
| Organization and Transition | Clear, logical, well-planned organization with effective transitions. | Organization is evident but not consistent. Transitions are used. | Inconsistent organization. Ineffective transitions. | Lacks organization. Little to no evidence of transitions. |
| Support, Elaboration, Evidence and Analysis | Specific and sufficient examples and details support thesis/main idea. Interpretation of evidence leads to logical and unique conclusions. | Most examples and details support thesis/main idea. Interpretation of evidence leads to logical and obvious conclusions. | Some examples and details support thesis/main idea. Interpretation of evidence leads to faulty conclusions. | Most examples and/or details do not support thesis/main idea. Illogical and/or no conclusions. |
| Word choice, Language, Tone | Effective and rich choice of language including | Appropriate choice of language and content | Limited choice of appropriate language | Inappropriate and vague choice of |

| | | | | |
|---|--|--|--|--|
| | content specific vocabulary. Language appropriate for intended audience or task. | specific vocabulary. Evidence of awareness of audience or task throughout most of the work. | and content specific vocabulary. Limited awareness of audience or task. | language and content specific vocabulary. Little to no awareness of audience or task. |
| Mechanics and Usage (grammar, spelling, sentence structure) Proofreading | Mechanics are correct. Sentences patterns are varied. Proofreading has resulted in effective editing and revision. | Mechanics are mostly correct; errors do not affect comprehension. Sentences are complete, and show variation in structure. Proof-reading shows evidence of editing with some revision. | Mechanical errors are evident. Some sentence fragments and/or run-ons. Word choice is not always acceptable. Proofreading shows evidence of some editing, but no revision. | Frequent mechanical errors that confuse the reader. Sentences are mostly fragments or run-ons. Word choice is vague and unacceptable. Evidence of proofreading is lacking. |

PROBLEM SOLVING

| Criteria | 4 | 3 | 2 | 1 |
|--|---|--|--|--|
| | Always | Usually | Sometimes | Never/Not Observed |
| Understanding the problem | Demonstrates a superior understanding of multiple facets | Demonstrates basic understanding | Demonstrates partial understanding | Demonstrates no understanding of problem |
| Choosing and implementing a solution strategy | Chooses a correct strategy that addresses multiple facets of the problem both obvious and subtle | Chooses a correct strategy that effects many aspects of the problem | Chooses a strategy that does not effectively address all elements of the problem | Unable to begin to solve problem, or uses totally inappropriate strategy |
| Arriving at a solution | Resolves all aspects of the problem | Resolves the overall problem | Achieves partial resolution | Incorrect resolution |
| Explanation of resolution | Gives a clear, sequential explanation that addresses both the obvious and subtle aspects of the problem | Gives a clear sequential explanation that omits some subtle aspects of the problem | Gives an incomplete explanation | Unable to explain |

INFORMATION LITERACY

| Criteria | 4 | 3 | 2 | 1 |
|---|--|--|--|---|
| | Always | Usually | Sometimes | Never/Not Observed |
| Formulates questions based on identified information needs | Revises, adds and deletes questions as information needs change | Poses both broad and specific questions to help in finding information | States only broad questions | Unable to pose a question or poses one broad question |
| Locates and uses information sources | Locates and uses a full range of electronic, print and other sources to meet differing information needs | Locates and uses information from a variety of electronic, print and other sources (including primary and secondary) to meet an information need | Locates and selects information from only one or two appropriate sources to meet an information need | Unable to locate or select information from an appropriate source to meet an information need |
| Evaluates information | Supports judgments of relevance, accuracy currency and completeness of information | Compares and contrasts information sources to determine which are more relevant, accurate, current and complete; | Recognizes relevance of a source to an information need | Unable to determine relevance of a source to an information need |

| | | | | |
|-------------------------------------|--|--|---|--|
| | sources in relation to a range of topics and information needs; supports judgments of inaccurate misleading or biased information | distinguishes between fact and opinion; recognizes inaccurate, misleading or biased information. | | |
| Applies information | Integrates previous knowledge with information from a variety of sources to create new meaning. Demonstrates flexibility in organizing and presenting information for a variety of purposes or audiences. | Draws conclusions by combining what is already known about a topic with new information. Organizes and presents information in a way that is appropriate for a purpose or audience. | Recognizes and understands new information and ideas Understands multiple ways to organize information (e.g. chronological, topical, hierarchical) | Does not recognize or relate new information to previous knowledge or experience Unable to organize information gathered from one or more sources |
| Respects information sources | Acknowledges intellectual property rights (copyright, trademark, etc.) | Avoids plagiarism; determines when to directly quote or paraphrase information; follows MLA format to cite sources | Recognizes the need to cite sources; attempts to follow MLA format | Copies material directly from source without citation |

TECHNOLOGY

| Criteria | 4 | 3 | 2 | 1 |
|--|--|---|--|--|
| | Always | Usually | Sometimes | Never/Not Observed |
| Use of computers | Consistently selects appropriate hardware and software tool for the task | Alternates between multiple applications within a project | Demonstrates file management skills | Uses efficient keyboarding techniques |
| Computer applications | Imports/exports and links data between various applications | Uses basic functions of software such as database, spreadsheet and graphics | Effectively uses a variety of search engines | Uses necessary features of word processing |
| Responsible use of technology | Evaluates all electronic sources for validity and accuracy | Consistently cites electronic sources correctly | Demonstrates appropriate use and care of software and hardware | Observes the district's "Acceptable Use Policy" |
| Use of computers to communicate | Creates a multi-media presentation, desktop published report or web page incorporating data from several sources | Collects, organizes, analyzes, and graphically presents data | Expresses ideas with graphics, photos, and other digital media | Utilizes a variety of web sites for research and communication |
| Use of technologies for content | Effectively uses a variety of technologies | Uses one or two technologies independently | Uses technology with peer or teacher assistance | Unable to use technology |

***Note: In order to attain a higher level, evidence of previous skill must be demonstrated.**

SUMMER SCHOOL

At Framingham Summer School, students are able to take selected courses for either original or make-up credit. In order to receive make-up credit for a course, a student needs to have completed the full course during the school year. If a student does not meet basic course requirements, such as writing a research paper, the teacher reserves the right not to recommend summer school.

ACCELERATED GRADUATION

It is the policy of the Framingham School Committee that: Upon the written request of a student and with the approval of the student's parents/guardians, school counselor and appropriate grade administrator, a junior may be considered for early graduation at the completion of his/her junior year if he/she has been accepted to an institution of higher learning or actively employed, engaged in independent study or some form of acceptable community activity. If a junior meets the above criteria and has completed the requirements for the diploma, the School Committee will, upon recommendation of the Superintendent of Schools, award the diploma. Any student who has completed three years of high school and has been accepted to an institution of higher learning but who has not met all the requirements for the diploma, with the approval of his/her parents, school counselor and appropriate administrator may request that the School Committee accept the successful completion of the first year of post-secondary study as the equivalent of the fourth year of high school. The diploma will be awarded at that time. There are a number of alternative methods for students to pursue early graduation. Students who are interested in pursuing this option should meet with their school counselor to create a plan.

Bilingual, ESL and Sheltered English Programs

Cynthia Villanueva, Department Chair

ESL/BILINGUAL AND SHELTERED ENGLISH PROGRAM

Course Offerings

English as a Second Language

SLIFE A/B Science, Math and Technology
SLIFE A/B Social Studies
ESL 1A/1B Science, Math and Technology
ESL 1A/1B Social Studies
ESL 2A/2B Social Studies and Literature
ESL 2A/2B Math, Science and Technology
ESL 3A Literature
ESL 3B Advanced Writing & Transition

Bilingual Content

Portuguese Human Systems
Portuguese Ecology
Portuguese Modern World
Portuguese US 1
Portuguese Pre-Algebra
Portuguese Algebra
Spanish STEM
Spanish Pre-Algebra
Spanish Algebra
Spanish Modern World
Spanish US 1

ESL Content (2A only)

ESL Urban Ecology
ESL Science of Living Things
ESL Biology
ESL Modern World
ESL US History 1

Language & Literature

Portuguese Language and Literature I/II
Academic Spanish

Electives

Chinese Culture Through Art
Intro to Computers
Math Strategies for Success
Strategies for Academic Success
Films from Spain
Fitness Boot Camp
Advanced Reading Strategies

The ESL/Bilingual and Sheltered English Program provides a full range of academic classes for students with limited English proficiency. Classes are offered in Spanish, Portuguese and English. All classes meet the requirements for graduation.

The purpose of the program is to prepare English language learners for high school graduation and opportunities for postgraduate study. Content classes in math, science and the social sciences are offered in Spanish and Portuguese. Several Content area courses are also taught in English using sheltered techniques. Six levels of English as a Second Language, ranging from beginning to advanced, are also offered. This allows students to study high school level curriculum while developing their proficiency in all four language domains: listening, speaking, reading and writing. A comprehensive language and literature program is also offered in Spanish and Portuguese. To help new arrivals meet state graduation requirements, MCAS preparation classes in English, Math and Biology are available.

All Two-Way classes are available to EL Students when appropriate and with department head permission.

BILINGUAL ESL AND SHELTERED ENGLISH PROGRAM

Sequence of Courses

| ESL Level 1 (Beginner) | ESL Level 2 (Intermediate) | ESL Level 3 (Advanced) |
|---|---|--|
| ESL 1A Social Studies ESL 1A Math, Science and Technology or SLIFE A Social Studies SLIFE A Math, Science and Technology or ESL 1B Social Studies ESL 1B Math, Science and Technology or SLIFE B Social Studies SLIFE B Math, Science and Technology Physical Education | ESL 2A Math, Science and Technology ESL 2A Social Studies and Literature or ESL 2B Social Studies and Literature ESL 2B Math, Science and Technology Physical Education | ESL 3A Literature or ESL 3B Advanced Writing & Transition Physical Education |
| Bilingual Content Classes | SEI Content Classes | SEI Content Classes |
| Spanish Pre-Algebra Spanish Algebra Spanish STEM Spanish Modern World Spanish US History 1 Academic Spanish Portuguese Modern World Portuguese US History 1 Portuguese Ecology Portuguese Human Systems Portuguese Pre-Algebra Portuguese Algebra | ESL Biology (2A only) ESL Urban Ecology (2A only) ESL Science of Living Things (2A only) ESL Modern World (2A only) ESL US History 1 (2A only) | |
| Bilingual Electives | SEI Electives | SEI Electives |
| Chinese Culture Through Art Intro to Computers Math Strategies for Success Strategies for Academic Success Fitness Bootcamp | | ESL Advanced Reading Strategies |

BILINGUAL, ESL AND SHELTERED ENGLISH PROGRAM

Course Descriptions

ESL courses are aligned to Massachusetts Department of Education and WIDA standards.

805SLF SLIFE A Science, Math and Technology CP **1 credit**

This is a beginning English as a Second Language course for newcomer students with educational gaps which focuses on basic grammar and the four language areas (Listening, Speaking, Reading, and Writing). Themes and vocabulary are related to Math, Science and Technology. (Full year course, dependent on English level and open to all grades)

807SLF SLIFE A Social Studies CP **1 credit**

This is a beginning English as a Second Language course for newcomer students with educational gaps which focuses on basic English vocabulary and grammar in the four language areas (Listening, Speaking, Reading, and Writing). Themes and vocabulary are related to Social Studies. Themes and vocabulary are related to family, home, community, literature, and world geography. (Full year course, dependent on English level and open to all grades)

818 ESL 1A Science, Math and Technology H **1 credit**

803 ESL 1A Science, Math and Technology ACP **1 credit**

This is a beginning English as a Second Language course in basic English vocabulary and grammar in the four language areas (Listening, Speaking, Reading, and Writing). Themes and vocabulary are related to Math, Science and Technology. (Full year course, dependent on English level and open to all grades)

806 ESL 1A Social Studies H **1 credit**

805 ESL 1A Social Studies ACP **1 credit**

This is a beginning English as a Second Language course in basic English vocabulary and grammar in the four language areas (Listening, Speaking, Reading, and Writing). Themes and vocabulary are related to Social Studies. The course is framed around major American holidays to provide students with culture awareness of American life. Other themes will include family, literature and world geography and cultures. (Full year course, dependent on English level and open to all grades)

813SLF SLIFE B Math, Science, and Technology CP **1 credit**

This is a SLIFE English as a Second language course for students who have completed SLIFE A. Emphasis is placed on continued development of basic English grammar in the four language areas (Listening, Speaking, Reading, and Writing). The themes and vocabulary are related to math, science, and technology. (Full year course, dependent on English level and open to all grades)

809SLF SLIFE B Social Studies CP **1 credit**

This is a SLIFE English as a Second language course for students who have completed SLIFE A. Emphasis is placed on continued development of basic English vocabulary and grammar in the four language areas (Listening, Speaking, Reading, and Writing). Themes and vocabulary are related to Social Studies, civics and American culture. (Full year course, dependent on English level and open to all grades)

808 ESL 1B Math, Science, and Technology H **1 credit**

809 ESL 1B Math, Science, and Technology ACP **1 credit**

This is a high beginning English as a Second Language course in basic grammar in the four language areas of Listening, Speaking, Reading, and Writing. The themes and vocabulary are related to math, science, and technology. (Full year course, dependent on English level and open to all grades)

810 ESL 1B Social Studies H **1 credit**

811 ESL 1B Social Studies ACP **1 credit**

This is a high beginning English as a Second Language course in basic English grammar in the four language areas (Listening, Speaking, Reading and Writing) with thematic vocabulary related to Social Studies. (Full year course, dependent on English level and open to all grades)

814 ESL 2A Math, Science, and Technology H **1 credit**

815 ESL 2A Math, Science, and Technology ACP **1 credit**

This course is designed for students who possess an intermediate level of English comprehension in both written and oral work. It is a continuation of ESL 1. The students use math, science, and technology themes and vocabulary to develop their listening, speaking, reading, and writing skills. Themes include: World Population, Recycling and Garbage, Media Awareness, and Sleep, Dreams, and the Biological Clock. (Full year course, dependent on English level and open to all grades)

816 ESL 2A Social Studies and Literature H **1 credit**

817 ESL 2A Social Studies and Literature ACP **1 credit**

This course is for the English language learner who possesses an intermediate level of English comprehension in both oral and written work. Students are introduced to the short story, novel, poetry and drama along with thematic units in social studies exploring the complexities of today's society. Emphasis is on English grammar in the four language areas (Listening, Speaking, Reading and Writing) (Full year course, dependent on English level and open to all grades)

858 ESL 2B Math, Science, and Technology H **1 credit**

857 ESL 2B Math, Science, and Technology ACP **1 credit**

This course is designed for students who possess a high intermediate level of English comprehension in both oral and written work. Students continue to perfect English grammar in the four language areas (Listening, Speaking, Reading and Writing) in areas of math, science, and technology. Themes include: Sports and Fitness, Animals in Danger, Ecology, and the Human Mind and Animal Intelligence. (Full year course, dependent on English level and open to all grades)

860 ESL 2B Social Studies and Literature H **1 credit**

859 ESL 2B Social Studies and Literature ACP **1 credit**

This course is for students who possess a high intermediate level of English comprehension in both oral and written work. Representative literary selections from all the genres are studied, focusing on continued development of English grammar in the four language areas (Listening, Speaking, Reading and Writing) with special emphasis on social factors, which shape and mold our society. (Full year course, dependent on English level and open to all grades)

820 ESL 3A Literature H **1 credit**

821 ESL 3A Literature ACP **1 credit**

This ESL 3A course is designed for English language learners, on the verge of taking an all-standard curriculum course of study. Students further their acquaintance with a variety of literary forms, including drama, novels, poems and short stories, and seek to integrate all the language areas of reading, writing, speaking, and listening and give students support in their SEI Curriculum class Reports and a research paper are required.. (Full year course, open to grades 9, 10, 11, 12)

800 ESL 3B Advanced Writing & Transition ACP **1 credit**

This course is designed for the Advanced ESL student who is simultaneously scheduled in a Standard Curriculum English course. . Emphasis is on English grammar in the four language areas (Listening, Speaking, Reading and Writing) with a focus on research, structuring an essay, grammar, literary analysis and support in their SEI Curriculum class. (Full year course, dependent on English level and open to all grades)

Bilingual Content Classes

874 Spanish Pre-Algebra CP

1 credit

This course is taught in Spanish and will cover basic math concepts as outlined in the Mathematics Curriculum Frameworks. Students will use problem solving, communicating, reasoning and connecting to explore, develop, investigate and comprehend the “strands” of algebra, geometry and statistics. Particular areas of emphasis include graphical displays of data; coordinate graphs, linear functions, solving linear equations and inequalities. This course is taught in the native language, Spanish. (Full year course, dependent on Math level and open to all grades)

812/813 Spanish Algebra I ACP/CP

1 credit

This course is taught in Spanish and is designed to teach students the concepts of algebra as a means of representation and as a problem-solving tool. Areas of emphasis include Language and Tools of Algebra, the Real Number System, Operations with Real Numbers and Polynomials, Factoring, Functions, Solving Linear and Systems of Equations, Graphing using tables, and Quadratic Equations. This course prepares students for more advanced math courses. (Full year course, dependent on Math level and open to all grades)

832 Spanish STEM ACP

1 credit

This course, designed for native Spanish-speaking students, is project based with emphasis on critical thinking and problem solving. Themes are based on the impact of urbanization on the environment, Earth Systems, Biology Concepts, Engineering/Technology projects and real-life math skills. Major concepts and principles are presented and reinforced by investigations. (Full year course, dependent on English level and open to all grades.)

841 Spanish Modern World ACP

1 credit

This course is taught in Spanish with special emphasis in developing the students' proficiency in English as well as increasing their knowledge of world history. Starting c. 1800, students will interpret and analyze the impact of significant world events. The course revisits revolutions in Europe and the Americas and ends with a study of world affairs today. Study will include units on the Enlightenment, industrialization, imperialism, totalitarianism, and the Cold War. The use of primary documents will be emphasized in attempts to understand historical events. Reports, research papers and outside readings will be required. (Required full year course, dependent on English Level and open to all grades)

854/871 Spanish US History 1 ACP/CP

1 credit

This course is taught in Spanish and is designed for 1B students who have completed Spanish Modern World. It will place emphasis on the Constitution, citizens' rights, and democratic governmental form so students may apply this knowledge to successfully function as citizens of the United States. This course represents a social, political, and economic survey of the United States before the arrival of Columbus and continuing to 1877. Units of study include sectionalism, westward expansion, urban development, and the formation of our democratic system. The forces shaping American thinking and society will be a focus. Reports, research papers and outside readings will be required. (Full year course, open to all grades)

826 Portuguese Ecology CP-1

.5 credit

This course is open to native Portuguese speakers. It investigates issues in symbiotic relationships, population growth, succession, and the great Biomes of the World. Students will be exposed to the various human impacts on the environment. Particular study skills emphasized in this course include graphing, presentation, and note taking. This course integrates second language teaching strategies to support students' English acquisition. (Semester course dependent on English level and open to all grades)

828 Portuguese Human Systems CP-1

.5 credit

This course is open to native speakers of Portuguese. Human Systems focus on cytology and the various systems of the human body. Major concepts of homeostasis are presented and reinforced by investigations. Students will take part in some dissections. This course integrates second language

teaching strategies to support students' English acquisition. (Semester course dependent on English level and open to all grades)

891 Portuguese Modern World History CP1 **1 credit**

This course is taught in Portuguese with special emphasis in developing the students' proficiency in English as well as increasing their knowledge of world history. Starting c. 1800, students will interpret and analyze the impact of significant world events. The course revisits revolutions in Europe and the Americas and ends with a study of world affairs today. Study will include units on the Enlightenment, industrialization, imperialism, totalitarianism, and the Cold War. The use of primary documents will be emphasized in attempts to understand historical events. Reports, research papers and outside readings will be required. (Required full year course dependent on English level and open to all grades)

879/880 Portuguese US History 1 ACP/CP **1 credit**

This course is taught in Portuguese and is designed for 1B students who have completed Portuguese Modern World. It will place emphasis on the Constitution, citizens' rights, and democratic governmental form so students may apply this knowledge to successfully function as citizens of the United States. This course represents a social, political, and economic survey of the United States before the arrival of Columbus and continuing to 1877. Units of study include sectionalism, westward expansion, urban development, and the formation of our democratic system. The forces shaping American thinking and society will be a focus. Reports, research papers and outside readings will be required. (Required full year course dependent on English level and open to all grades)

ESL Content Courses

Courses are aligned with the Common Core and WIDA Standards

861 ESL Biology ACP **1 credit**

This course is intended for 2A students from the ESL/Bilingual program who still need support in the English language. The course emphasizes the science of living things through class discussions, investigative processes and laboratory experiences. Content covered will range from Biochemistry, Cytology, Genetics, Human systems, Evolution, and Ecology. Dissection may occur in this course. The textbook *Biology* by Millar and Levin will be used. (Full year course dependent on English level and open to all grades)

838 ESL Urban Ecology ACP **1 credit**

ESL Urban Ecology teaches 2A students who still need ESL support and will focus on the importance of promoting the health of urban ecosystems through research, education, and community action. This class is facilitated by hands-on, inquiry-based learning. Students will learn about global warming, fragmented animal habitats, urban sprawl, city planning, and the importance of the culture and history of the people in their cities and how this affects the urban area where they live. Investigation projects include choosing and conducting field studies on water quality, tree stewardship and building a hydroponics system. Through these projects students will learn to analyze data through the use of graphs and tables, present their data through the use of different technologies. (Full year course dependent on English level and open to all grades)

828 ESL Science of Living Things **1 credit**

This course teaches 2A students who still need ESL support and is an introduction to the study of life. Students will learn major concepts of biology including biodiversity, trophic pyramid, food chains, enzymes, cell structure and function DNA and cell division. It abbreviates some content in order to allow extra time for the development of critical thinking, English language and study skills in the four language areas (Listening, Speaking, Reading, and Writing). This course is meant to provide 2A students with a strong foundation in life science and vocabulary to prepare them for Biology. (Full year course dependent on English level and open to all grades)

892 ESL US History 1 ACP **1 credit**

This course, designed for 2A English language learners who still need ESL language support and will place emphasis on the Constitution, citizens' rights, and democratic governmental form so students may

apply this knowledge to successfully function as citizens of the United States. This course represents a social, political, and economic survey of the United States before the arrival of Columbus and continuing to 1877. Units of study include sectionalism, westward expansion, urban development, and the formation of our democratic system. The forces shaping American thinking and society will be a focus. Reports, research papers and outside readings will be required. (Full year course dependent on English level and open to all grades)

849 Portuguese Language and Literature I ACP

1 credit

This course is taught in Portuguese. It provides an in-depth study of Portuguese language literature, grammar and composition. Students will prepare written assignments demonstrating understanding and involvement with the course content. It is designed for fluent Portuguese speakers. (Full year course, open to all grades with approval of department chair)

851 Portuguese Language and Literature 2 ACP

1 credit

This course covers the different literary periods in Brazil, from the colonial period to the present. Students will read several books and prepare written assignments and multimedia oral presentations that will demonstrate understanding of course content. The course is taught in Portuguese and is designed for fluent Portuguese speakers. Prerequisite: Portuguese Language and Literature 1 (Full year course, open to all grades with approval of department chair)

845 Academic Spanish Level 1 CP

.5 credit

This course is designed for Spanish speakers who have either low native language literacy or gaps in their schooling. This course will develop the students' abilities in all areas of reading and writing through a comparative approach in both English and Spanish. This will also serve as a support class for all other classes taken in the ESL program. (Semester course)

847 Academic Spanish Speakers Level 2 CP

.5 credit

This course is designed for Spanish speakers who have either low native language literacy or gaps in their schooling. This course will develop the students' abilities in all areas of reading and writing through a comparative approach in both English and Spanish. This will also serve as a support class for all other classes taken in the ESL program. (Semester course)

ESL Electives

124 Chinese Culture Through Art

This course is intended to promote students' understanding about Chinese culture. The topics of the course are diverse, ranging from insight into modern Chinese history to discussion about classical mythology and even martial arts spirit. Students will also learn about Chinese food, clothing art and leisure culture from films. They will also participate in some hands-on activities. In addition, this course also aims to guide students to do some comparative thinking between Eastern and Western culture. Areas include (but are not limited to) education, medicine and gender relations in society. Through this cultural journey, students will have a better understanding of China, its history and its people.

161 Math Strategies for Success

This course is offered to EL students that require academic support in math. It places emphasis on mastery of skills to help students prepare for future math courses at FHS and offers support in current math classes. The teacher and students will conference about current progress in their classes, areas for improvement, and strategies for successful progress.. Topics may include operations with rational and complex numbers, factoring, solutions of equations and inequalities, relations and functions. (Semester course, dependent on English level and open to all grades)

123 Strategies for Academic Success

This course is offered to EL students that require academic support in there scheduled classes. It places emphasis on mastery of study skills to help students prepare for future SEI courses at FHS and offers support in current classes. The teacher and students will conference about current progress in their classes, setting goals, areas for improvement, and strategies for successful progress. Topics may include support in classes,

organizational skills, test strategies and homework completion. (Semester course, dependent on English level and open to all grades)

862 ESL Fitness Bootcamp

This is a beginning English as a Second Language course focusing on basic health and fitness and is taught in Portuguese and Spanish.

Students will participate in a fitness plan and record their progress data. This class combines English grammar in the four language areas (Listening, Speaking, Reading and Writing) with the thematic vocabulary related to Physical Education. (Semester course, dependent on English level and open to all grades)

852 Advanced Reading Skills

This elective course is designed for the Advanced ESL student who is at a level 3 and has transitioned into standard curriculum classes. Focus will be on strengthening reading stamina and comprehension skills. (Semester course, dependent on English level and open to all grades)

Two-Way Program Department

Glenda B. Espinoza, Secondary Two-Way Bilingual Program Department Head

The Two-Way curriculum promotes the development of bilingual, biliterate, and multicultural competencies in students. The student's ability to function in more than one language in today's interdependent world is a critical skill to acquire.

The 3 pillars of the Two-Way program are:

- Bilingualism and biliteracy
- High academic achievement
- Sociocultural competency

The program is designed for students who have participated in the Two-Way Program at Walsh Middle School. Any student requesting entrance or re-entry into the Framingham High School Two Way program will have to take a placement assessment that will include analysis of the student's listening, reading, writing and speaking skills. Once the assessment has been reviewed by the Two-Way team, families will be notified of the student's placement. There is no automatic re-enrollment.



Two-Way Program Sequence of Courses at secondary level

| 9 | 10 | 11 | 12 |
|--|--|---|--|
| Spanish Language and Literature 1 Honors | AP Spanish Language and Culture (TW) Spanish Language and Literature 2 Honors | Advanced Contemporary Spanish Literature Honors | AP Spanish Literature and Culture Advanced Contemporary Spanish Literature Honors |
| Spanish Language and Literature 1 ACP | Spanish Language and Literature 2 ACP | AP Spanish Language and Culture (TW/WL) | Spanish Seminar in Spanish |
| Heritage 1 and Dual Language Learners | Heritage 2 and Dual Language Learners | Spanish 5 Honors (WL) | AP Spanish Language and Culture (WL/TW) |

Course descriptions 2021/22

185 Spanish Language and Literature 1 H (1 credit)

This course is primarily for students whose first language is Spanish and those continuing participation in the Two-Way Bilingual program. Honors students will work with Spanish Literature at an accelerated pace, focusing on different genres by a variety of authors. At the honors level, students must be able to independently comprehend challenging novels as well as writing with precision. All class work and assignments will be in Spanish only. Students will deepen their skills in complex grammatical structures and writing as well as fluency when presenting oral projects and in class discussions.

Prerequisite: Completion of the Grade 6, 7 and 8 Spanish Language Arts curriculum with a B average or better, Grade 8 teacher's recommendation and Department Head approval. (Full year course, open to grade 9)

186 Spanish Language and Literature 1 ACP (1 credit)

This course is primarily for students whose first language is Spanish and those continuing participation in the Two-Way Bilingual program. Students will read and discuss Spanish Language literary excerpts and novels at appropriate levels. They will continue to develop grammar and writing skills through compositions demonstrating understanding of the content. All class work and assignments will be done in Spanish. All students will be expected to participate fully in Spanish at all times.

Prerequisite: Completion of the Grade 6, 7, 8 Spanish Language Arts curriculum with a C- average or better and Grade 8 teacher recommendation. (Full year course, open to grade 9)

196 Heritage Spanish 1 CP (1 credit)

This course is designed for students whose first Language is Spanish but who have had limited formal education in Spanish or Two-Way students in need of support in improving their language skills. Students will explore Latin-American heritage and traditions through art, culture, history, music and literature. The class will focus on improving oral fluency while developing formal reading and writing skills. All instruction will be in Spanish, all students will be expected to participate fully in Spanish at all times.

Prerequisite: Ability to comprehend and speak Spanish at an intermediate-advanced level. (Teacher or Department Head recommendation required)

188 Spanish Language and Literature 2 H (1 credit)

This is an accelerated course primarily for students whose first language is Spanish and those continuing participation in the Two-Way Bilingual program. Honors students will work with Spanish Literature at an accelerated pace, focusing on different genres (drama, narrative, poetry) by a variety of Latin American and Spanish authors. At the honors' level students must be able to comprehend challenging novels independently and write with precision as well as fluency when presenting oral projects and class discussion. They will continue to develop skills in more advanced grammar and writing at a more sophisticated level. All class work and assignments will be done entirely in Spanish.

Prerequisite: Completion of Spanish Language and Literature 1 H with a B average or better, or a teacher/Department Head approval. (Full year course, open to grade 10)

189 Spanish Language and Literature 2 ACP (1 credit)

This course is primarily for students whose first language is Spanish and those continuing from the Two-Way Bilingual program. Students will continue to explore the Latin- American heritage and traditions as reflected in Spanish-language authors and contemporary sources, particularly focusing on excerpts from novels. All class work and assignments will be in Spanish.

Prerequisite: Completion of Language and Literature 1 ACP with C- average or better. (Full year course, open to grade 10 or a teacher/Department Head approval)

197 Heritage Spanish 2 CP (1 credit)

This course is designed for students whose first Language is Spanish but who have had limited formal education in Spanish or Two-Way students in need of support in improving language skills. Students will explore Latin-American heritage and traditions through art, culture, history, music and literature. The class will focus on improving oral fluency while developing formal reading and writing skills. All instruction will be in Spanish, all students will be expected to participate fully in Spanish at all times.

Prerequisite: 196 Heritage Spanish 1 CP (Teacher or Department Head recommendation required)

182 Advanced Placement Spanish Culture and Language (1 credit)

An in depth review and reinforcement of grammar, verbs and vocabulary through literature. This course is the equivalent of a third semester college course. It will follow the prescribed AP curriculum. Students will be prepared for and expected to take the AP examination in Spanish Language. As this course will be conducted entirely in Spanish, all students will be expected to participate fully in Spanish at all times. This course prepares students for the Advanced Placement examination given in May by the College Board. All students in this course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own registration fees.

Prerequisite: Spanish 2H/ 3 ACP or with B average or better or teacher recommendation. (Full year course, open to grade 10, 11 and 12).

This course prepares students for the Advanced Placement Examination given in May by the College Board. All students in this course are expected to register for and take the Advanced Placement Examination. Financial aid is available for students who cannot pay for their own registration fees.

187 Advanced Contemporary Spanish Literature Honors (1 credit)

This course is intended for students who will take the AP Literature and Culture as Senior. And have a deep interest in literature and are capable of reading, discussing and writing about Spanish literature in the target language at the college level. Students will read and critically analyze a broad selection of works including short stories, poetry and plays beginning with the Middle Ages, continuing into The Golden Age, through 20th century literature. Writing and discussion will be integral parts of this course, as will an exploration of the cultural issues visible in the literature. As this course will be conducted entirely in Spanish, all students will be expected to participate fully in Spanish at all times. (Full year course, open to grade 11, or with teacher/Department Head approval)

192 Advanced Placement Spanish Literature and Culture (1 credit)

The AP Spanish Literature and Culture course is mandatory for students who completed Contemporary Spanish Literature. It uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).
Prerequisite: Completion of Contemporary Spanish Literature.

010 Advanced Placement Seminar (1 credit)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using the QUEST inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. (Full year course, 11 or 12 students)

*AP Seminar can be taken for credit in either History and Social Science, Practical Arts or Two-Way Bilingual.

** Beginning in 2021, pending budget approval, one section of AP Seminar will be taught in Spanish for students in the Two-Way Bilingual program, ESL, or World Language who are fluent in Spanish.

***Students in the program who need to fulfill requirements of 4 years of Spanish can also take these classes with previous approval from the Two-Way Department Head. All these classes are 0.5 credit. See the description in the World Language Section.

149a Films from Latin America in Spanish**149b Films from Spain in Spanish (Semester 1)****149c Films from Spain in Spanish (Semester 2)****150 Spanish Language TV Production****162 Spanish through the Performing Arts**

ENGLISH

Will Cook, Department Chair

Course Offerings

Freshman English

English 1 H
English 1 ACP
English 1 CP

Sophomore English

English 2 H
English 2 ACP
English 2 CP

Junior English

AP English Language & Comp. (juniors)
American Literature H
American Literature ACP
American Literature CP

Senior English

AP English Language & Comp. (seniors)
AP English Literature
World Literature H
World Literature ACP
World Literature CP

Electives

Creative Writing ACP
Graphic Novel Analysis ACP
Greece, Rome & the Classics ACP
Humanities 1 ACP
Humanities 2 ACP
Journalism ACP
Looking Through the Lens ACP
Public Speaking ACP

The English curriculum is aligned with the *Massachusetts Curriculum Framework for English Language Arts and Literacy* and is focused on improving reading, writing, listening, speaking, and thinking skills for students of all abilities. All students are required to earn four credits in English to graduate and must pass English I and English II.

Throughout the curriculum students are introduced to a variety of literature, including novels, short stories, plays, poems, and non-fiction. They are expected to do an extensive amount of writing, including both formal and informal assignments. Students can access The FHS Writing Center, which is staffed by teachers of English throughout the day, for individual help with writing in any subject area. Each year students must complete a significant research paper, incorporating a variety of sources and adhering to the format of the Framingham High School Research Handbook, which is based on the Modern Language Association guidelines. All writing is kept in writing folders in the classroom for the duration of the year so that students can monitor their own progress. Class discussions and cooperative learning are major components of English classes, and all students are expected to participate fully. In addition to the full-year courses, a few elective courses are offered for those students who wish to go beyond the standard departmental requirements or who are interested in exploring specific areas of literature or writing.

ENGLISH Sequence of Courses

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|--|---|---|
| English 1 H English 1 ACP English 1 CP | English 2 H English 2 ACP English 2 CP | English Language and Composition AP American Literature H American Literature ACP American Literature CP All Electives | English Language and Composition AP English Literature AP World Literature H World Literature ACP World Literature CP All Electives |

ENGLISH

Course Descriptions

12 English 1 H

1 credit

This course is designed for students who excelled in middle school language arts and have demonstrated advanced reading and writing skills. Special attention is given to writing precisely and correctly, mastering grammar and usage, and acquiring a more mature vocabulary. The students also become acquainted with a variety of literary genres, including the play, the novel, the essay, the epic, and the short story. Students will learn literary terms and will be asked to apply those terms as they develop a critical attitude toward what they read. At the honors level students must be able to read and to comprehend complex texts. Students who select this course should be recommended by their eighth-grade teacher and should have a genuine appreciation for the study of English. (Full year course, open to grade 9)

13 English 1 ACP

1 credit

This course is designed to help students strengthen the skills developed in middle school language arts. It also provides a foundation for the courses that are to follow. Students are taught the rules of grammar and usage, and will be expected to write clearly, concisely, and correctly. Students will learn literary terms and will learn to apply these terms. They will develop their vocabularies and will improve their reading skills while becoming acquainted with a variety of literary genres, including the play, the novel, the essay, the epic poem, and the short story. Students who select this course should have a solid background in reading and writing. (Full year course, open to grade 9)

14 English 1 CP

1 credit

This course is designed to help students who need to improve their reading and writing skills in order to be successful at the high school level. Students will read some abridged editions of the major books that are read in ACP and Honors, as well as other unabridged books. The reading will include novels, short stories, non-fiction essays, at least one play, and an epic poem. Students will be expected to write essays with well-organized paragraphs, complete sentences, correct grammar, and proper punctuation. They will be introduced to literary terms and learn how to use them to increase their understanding of what they read. (Full year course, open to grade 9)

22 English 2 H

1 credit

In this course, representative literary selections from all the genres are studied. Students also further develop the ability to analyze the text critically using literary terms. Writing assignments continue the emphasis on literary analysis and on composition skills with attention to grammar, usage, and mechanics. Students who enter into English 2-Honors should have a strong work ethic and genuine love for literature along with the recommendation of the previous teacher. (Full year course, open to grade 10)

23 English 2 ACP

1 credit

This course builds on the skills taught in English 1. Students read selections from several genres with attention to the continuing development of reading skills and vocabulary. Writing assignments continue the emphasis on literary analysis and on composition skills with attention to grammar, usage, and mechanics. In conjunction with English 1, successful students in this course should be well prepared for the MCAS exam. (Full year course, open to grade 10)

24 English 2 CP

1 credit

This course is for students who struggle with any or all of the English skills, including reading, writing, speaking, and listening. Students are introduced to a variety of types of literature and a variety of writing assignments. The skills focused on in this class will help the student improve in all other classes and will help in preparation for the MCAS exam. (Full year course, open to grade 10)

040JR Advanced Placement English Language and Composition (juniors)

1 credit

The course will integrate American literature, the standard 11th grade curriculum, with non-fiction to create a balance that addresses the necessary preparation for the AP exam. By studying different modes of writing and reading a variety of genres, students will sharpen their close reading, analytical writing, persuasive techniques, and research skills. The course includes reading from different subject areas, such as politics, science, history, business, philosophy, journalism, and pop culture. There will be periodic practice exams as well as other essays, projects, tests, and assignments. Class participation in discussions and group work are essential requirements. This is designed as a college level course and therefore demands additional time for outside study. Success on the AP exam in the Spring may lead to college credit or a waived requirement for the introductory, freshman writing course that many colleges have. (Full year course, open to grade 11)

035 American Literature H

1 credit

This course consists of a thematic and historical approach from the Puritan Ethic to the concept of the American Dream including authors from the 19th, 20th, and 21st centuries, such as Mark Twain, Zora Neale Hurston, Lorraine Hansberry, F. Scott Fitzgerald, Arthur Miller, Toni Morrison, and Sherman Alexie. Students at the honors level should be self-motivated and enjoy reading, analyzing, and discussing books and ideas. Students will write essays, study vocabulary, and review grammar to prepare for the SAT. Students who elect this level should have the recommendation of a previous English teacher. (Full year course, open to grade 11)

033 American Literature ACP

1 credit

This course includes American authors from many literary genres, such as short stories, novels, plays, non-fiction, and poetry. Students at the Advanced College Prep. level are expected to have good writing, reading, listening, and

speaking skills and good work habits. Class discussions, presentations, group work, individual projects, and SAT preparation will be integrated into the course. (Full year course, open to grade 11)

036 American Literature CP **1 credit**

This course is for students who have passed English 2 College Prep. The content will include both classic and contemporary American authors and the focus will be on improving students' skills in reading, writing, speaking, listening and grammar. Class discussions, presentations, group work, individual projects, and SAT preparation will be integrated into the course. (Full year course, open to grade 11)

042SR Advanced Placement English Language and Composition (seniors) **1 credit**

The class will integrate World literature, the standard 12th grade curriculum, with non-fiction to create a balance that addresses the necessary preparation for the AP exam. By studying different modes of writing and reading a variety of genres, students will sharpen their close reading, analytical writing, persuasive techniques, and research skills. The course includes reading from different subject areas, such as politics, science, history, business, philosophy, journalism, and pop culture. There will be periodic practice exams as well as other essays, projects, tests, and assignments. Class participation in discussions and group work are essential requirements. This is designed as a college level course and therefore demands additional time for outside study. Success on the AP exam in the Spring may lead to college credit or a waived requirement for the introductory, freshman writing course that many colleges have. (Full year course, open only to grade 12 students who did not take AP Eng. Lang. & Comp. in grade 11)

041 Advanced Placement English Literature **1 credit**

This course is intended for seniors who have a deep interest in literature and are already capable of doing college-level work. An exploration of the greatest works of world literature will be supplemented by outside reading, research, and composition work. Reading and analyzing poetry is an integral part of this course. A seminar-type atmosphere will prevail, in which each student will be expected to participate fully. Success on the AP exam in the Spring may lead to college credit. (Full year course, open to grade 12)

037 World Literature H **1 credit**

This course is designed for self-motivated students who are interested in reading and analyzing challenging literature without the rigor of preparing for the A. P. exam. Students' writing will be held to a high level of expectations appropriate for earning honors credit. The reading will focus on classic and influential works of literature from around the world. (Full year course, open to grade 12)

043 World Literature ACP **1 credit**

This course presents a survey of literature from around the world. The course will encompass a variety of genres, such as poetry, short story, essay, the play, and the novel. Students' writing will be developed in order to prepare for success at the college level. (Full year course, open to grade 12)

038 World Literature CP **1 credit**

This course is designed for college-bound students and will cover material of literary interest, international in flavor. Students will improve writing, reading and vocabulary skills and will enhance their appreciation of literature. (Full year course, open to grade 12)

Electives

060 Looking Through the Lens ACP **.5 credit**

Film is an important element in American culture. Interestingly, it often has a literary influence that is not readily "seen". In this class, students will view films with the goal of becoming critical observers, able to determine how literary elements are present and used to tell the film's story. The course will require that students read books that have been adapted into films, and also require written analyses that ask students to voice their own opinions regarding the use of literary and film devices, and their effectiveness. It is hoped that student opinions will formulate interesting discussions and debates, and that students will gain a new appreciation for what they are viewing. (Semester course, open to grades 11,12)

62 Humanities 1 ACP **.5 credit**

This course explores the relationships among art, music, literature, history, and popular culture within the theme of "generations." Students begin the semester investigating their own generation and then look back at our recent American culture through the generations of the '40s to the '80s. Each student will take part in an oral history project that will gather interviews from older people reflecting on their teenage years. Art history and art projects will include collage, abstract expressionism, and pop art. Students' understanding of literature, music, and visual arts will be enhanced through film/video, and performances. (Semester course, open to grades 11,12)

63 Humanities 2 ACP **.5 credit**

This course focuses on creativity and the artist through the exploration of literature, art, music, film, and social history. Students will explore various writers, visual artists, musicians, and filmmakers by investigating what, how, when, and why they created. In addition, students will explore their own creativity through group and individual projects. The course includes library and internet research, formal and creative writing assignments, and film analysis. (Semester course, open to grades 11,12)

067 Journalism ACP**.5 credit**

This course is designed to give students an introduction to the many facets of contemporary journalism. Students focus on the impact of the media in American society, learn how to write news articles, editorials, and feature stories, examine and create editorial cartoons, and explore the history and use of photojournalism. Students regularly read newspapers and a variety of magazine articles, plus view broadcast news programs in order to examine how journalism is used in the professional world. (Semester course, open to grades 11,12)

070 Public Speaking ACP**.5 credit**

This course will help students gain confidence in their ability to present in front of an audience. Students will participate in activities to create a supportive classroom community, to improve their communication skills, and to discover their own strengths and weaknesses as speakers. Students will study a variety of speech delivery methods, practice a range of speech delivery skills, develop an understanding of speech structure, gain an awareness of the various purposes of public speaking, and prepare and present original speeches. Speeches may include informative speeches, persuasive speeches, demonstration speeches, panel discussions, scene performances, poetry slams, tours, interviews, and toasts. (Semester course, open to grades 11,12)

083 Creative Writing ACP**.5 credit**

This course will help students become more creative, develop an individual writing style, and develop facility in written communication. Many writing assignments stimulate students to observe the world around them and to incorporate their impressions and ideas into their writing. Students will be asked to write poems, journals, short stories and plays. Good writing skills are a prerequisite for this course. (Semester course, open to grades 11,12)

045 Graphic Novel Analysis ACP**.5 credit**

This course teaches students to critically consume the literary genre of graphic novels through a combination of visual exploration and close reading. Students will analyze graphic novels by studying the interplay between text and illustration and how an illustrator's art impacts the meaning of the story. Students will write and present interpretations and personal responses to the art, themes, and styles of illustrators and authors. (Semester course, open to grades 11, 12)

121 Greece, Rome, & the Classical Tradition, Part I**.5 credit**

This English, semester-long course will focus on ancient Greek and Roman history, culture and/or literature in context, as well as on modern approaches, including 20th and 21st century novels, art, and/or film. Possible topics (and readings) may include:

- Mythology
- Greek & Roman Drama
- Invective and Mockery
- Women and Gender in the Ancient World
- The End of the Roman Republic

*Can also be taken for World Language credit with approval from World Languages department head.

122 Greece, Rome, & the Classical Tradition, Part II**.5 credit**

This English, semester-long course will focus on ancient Greek and Roman history, culture and/or literature in context, as well as on modern approaches, including 20th and 21st century novels, art, and/or film. The topics for this course will not be the same as those covered in Topics 1. Students are not required to take Topics 1 in order to take Topics 2. Possible topics (and readings) may include:

- Mythology
- Greek & Roman Drama
- Invective and Mockery
- Women and Gender in the Ancient World
- The End of the Roman Republic

Can also be taken for World Language credit with approval from World Languages department head

FAMILY & CONSUMER SCIENCES

Ellen Makynen, Department Chair

Course Offerings

Foods 1
Advanced Culinary Skills
World Foods

Clothing 1
Advanced Clothing
Fashion Design

Psychology for Living
Child Growth and Development
Infant and Toddler Care
Early Childhood Education Honors

Introduction to Health Care Careers

Interior Design

Student Laboratory Aides:
Foods,
Clothing,
Early Childhood Education
Infant & Toddler Care
Independent Study FCS

The Family and Consumer Sciences program of studies at Framingham High School has been recognized for excellence at the state and national levels. We offer courses in all the major areas of Family and Consumer Sciences. Any of these courses will fulfill the student's graduation requirement in Practical Arts.

In order to prepare students for family life, work life, and careers, we provide opportunities to elect courses from the five major areas of: Foods, Nutrition, Clothing and Textiles, Human Development, and Housing. Each of these courses will develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families
- Becoming responsible citizens and leaders in family, community, and work settings
- Promoting optimal nutrition and wellness across the life span
- Managing resources to meet the material needs of individuals and families
- Balancing personal, home, family, and work lives
- Using critical and creative thinking skills to address problems in diverse family, community and work environments
- Successfully managing life, employment, and career development
- Functioning effectively as providers and consumers of goods and services
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life

Family and Consumer Sciences education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work and their inter-relationships. It is our hope that every student takes full advantage of the opportunity to explore and learn within our department during his or her time at Framingham High School

FAMILY AND CONSUMER SCIENCES SCOPE AND SEQUENCE

ENTRY GRADE LEVEL: STUDENTS MAY ENTER AT OR ABOVE ENTRY GRADE LEVEL

| MAJOR AREAS | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|----------------------------------|----------------------------------|---|--|---|
| Child Care and Human Development | Child Growth and Development ACP | Psychology for Living* Infant and Toddler Care* Intro to Health Careers Care Career Pathways ACP | Early Childhood Education Honors Women's Health | Independent Study* Lab Aid, Early Childhood* Lab Aid, Daycare Center* Women's Health |
| Clothing and Textiles | Clothing 1 Advanced Clothing | Advanced Clothing Fashion Design | Independent Study Lab Aid | Independent Study Lab Aid |
| Foods and Nutrition | Foods 1 | Advanced Culinary Skills World Foods | Lab Aid | Lab Aid |
| Housing and Interiors | Interior Design | Advanced Interior Design | Advanced Interior Design | Advanced Interior Design |

*TECH PREP CREDIT AVAILABLE

Career Pathways Completion of all courses in these career pathways will earn a certificate of completion for students. These certificates can help students enter post-secondary programs with advanced knowledge and preparation for learning in their chosen career field. Each Pathway is interdisciplinary and involves cooperative interdepartmental planning to provide opportunities for students to make informed plans for future education.

Early Education and Care:

(Must complete at least two of the following courses)

- Child Growth and Development
- Infant and Toddler Care
- Early Childhood Education

Family and Consumer Studies:

- **Culinary Specialty**
 - Foods 1
 - Advanced Foods
 - World Foods
- **Clothing Specialty**
 - Clothing 1
 - Advanced Clothing
 - Fashion Design
- **Interior Design Specialty**
 - Interior Design
 - Advanced Interior Design
- **Healthcare Specialty**
 - Introduction to Health Care Careers
 - Psychology for Living

FAMILY AND CONSUMER SCIENCES

Course Descriptions

(Courses are unlevleed unless otherwise noted.)

600 Foods 1 ACP

.5 credit

This course is designed as an introduction to foods and nutrition. Students will learn to plan and prepare foods that enhance health and follow the guidelines of the United States Department of Agriculture food pyramid. Experiences in preparing foods for snacks, meals, and entertaining are integral parts of this one semester course. The skills necessary for planning, cooking and serving nutritious meals will be practiced in the foods laboratory. Nutrition, food science, appliance technology, current food trends, and food safety will be the focus of lessons and activities. (Semester course, open to grades 9,10,11,12)

624 Advanced Culinary Skills ACP

.5 credit

This course is designed for students who enjoy the work of food preparation and want more in depth culinary skills. Students will learn advanced food preparation, storage and serving skills while using advanced equipment, skills and food science technology. They will also learn basic business and marketing skills. The focus of the course will be an introduction to college level culinary arts with time spent helping students to explore the school to career possibilities of the culinary industry, with guest speakers from food institutions and colleges with majors in culinary arts. If time permits students will visit a university with a major in Culinary Arts. Prerequisite: Foods 1 and recommendation of teacher (Semester course, open to grades 10,11,12)

602 World Foods ACP

.5 credit

This semester course offers the student the opportunity to explore the customs and methods of food preparation used in other countries and in regional sections of the United States. Foods and holidays of a variety of ethnic groups will be studied. Geography and its relation to the production of foods and ethnic diets will be explored. Students will have the opportunity to share and prepare their ethnic food favorites with members of the class and invited guests. Pre-requisite: Foods 1 and recommendation of teacher (Semester course, open to grades 10, 11, 12)

606 Clothing 1 ACP

.5 credit

In this project-based course, students will learn the basics of clothing construction using commercial patterns and regular and serger sewing machines. The consumer skills of pattern selection, fabric selection, and care of fabrics are emphasized as the basis for a successful sewing project. Basic construction techniques will be taught throughout this semester course. Each student will begin a portfolio of construction techniques. This portfolio will be completed in the subsequent Advanced Clothing and Fashion Design courses if students choose to continue to study in the clothing department. A fashion show of students' projects will be held in the spring. (Semester course, open to grades 9,10,11,12)

607 Advanced Clothing ACP

.5 credit

This is a course designed for those students who desire to learn advanced clothing construction techniques. Students will construct a challenging garment which incorporates techniques which the teacher and student determine are appropriate for the student's skill level. Students will also continue to build the clothing portfolio of construction techniques, and prepare and deliver lesson presentations on advanced construction skills and techniques. Students will be required to participate in the annual Fashion Show. Prerequisite: Clothing 1 (Semester course, open to grades 9,10,11,12)

608 Fashion Design ACP

.5 credit

This is an advanced course designed for those who enjoy creating fashion garments with challenging designer patterns. Students will select projects that will challenge them to learn and perfect construction skill, which are appropriate for individual skill levels. Historic costume as well as the world of modern fashion design will be studied. After studying basic fashion drawing skills, students will complete an illustration project, which will show the impact of style, color, and fabric design on the consumer appeal of a garment. In addition to continuing to develop a portfolio of construction skills, students will direct and produce the annual department "Fashion Show." Prerequisite: Clothing 1 Approved for Fine Arts credit. (Semester course, open to grades 9,10,11,12)

610 Psychology for Living ACP

.5 credit

An introduction to modern psychology directed toward the understanding and development of the individual. Areas of exploration will include a basic study of the history of psychology, the schools of psychology, social relationships, mental health, and the basic processes of human behavior. Social psychology and its implications on the family and individuals will also be stressed. Career awareness and reaching optimum development in life will be common strands of each unit. Current events and the psychological impact of these events on the individual, family, workplace and society will be integrated throughout the course. Major units will be: career exploration, communication, consumer choices, conflict resolution, relationships, money management, getting and finding a job,

and balancing life work and leisure. Approved for History/Social Studies credit. (Semester course, open to grades 10,11,12)

614 Interior Design ACP

.5 credit

This course is designed to broaden the student's understanding of concepts in housing so that they may better select, creatively design, and live in tomorrow's habitats. Areas of emphasis include house design, consumer choices, furniture identification and selection, decorating principles, and original plans. Field trips to furniture stores, designer workshops, and newly developed housing options in the Framingham community will showcase career options for students interested in this field. Approved for Fine Arts credit.

612 Child Growth and Development ACP *tech prep credit available

1 credit

This course studies the physical, social, emotional, psychological, and intellectual growth of the child from ages 0 to 6 years. Included will be in-depth child study. As a result of this course, the student should develop self-understanding and knowledge of child development and its place in the family unit. Through field trips and special programs, students will have an opportunity to observe and interact with children of varying ages. Children with special needs will also be studied. Students will study the growing field of Early Childhood Education as a career, and will have the opportunity to participate in the high school articulation with local colleges. Students will do formal observations, go on field trips to local childcare settings, and develop a repertoire of creative activities for interacting with children. (Full year course is open to grades 9,10,11,12)

621 Early Childhood Education H

1 credit

This course is designed for students who have successfully completed Child Growth and Development. The course components are: a full year in a practicum setting working with preschoolers in the high school BLOCKS classrooms; planning and teaching lessons using the Massachusetts Curriculum Frameworks for Early Childhood Education; completing 40 Children's literature reviews; development of a professional portfolio of their work, including a resume; completing the requirements and application to be a Massachusetts Early Education and Care office licensed child care provider; earning articulation credit with the local community colleges. Students will do formal observations, go on field trips to local childcare settings, and develop a repertoire of creative activities for interacting with children. Pre-requisite: Successful completion of Child Growth and Development and recommendation of teacher (Full year course is open to grades 11,12)

622 Introduction to Health Care Careers ACP

.5 credit

Health Care Careers Pathways is a component of the interdepartmental Health Care careers pathways. The course has been designed by a faculty team of Family and Consumer Sciences, Health, and Science teachers to prepare students to work in health careers of the 21st century. The goal of this course is to introduce interested students to a variety of careers in health care, the requirements for admission to programs and colleges with these career majors, and the expectations of those working in the careers. We will study health care today, health insurances, work behaviors for success, media literacy and communication in health care settings. Units include body systems, medical terms, cultural competency and medical ethics. Students will visit college facilities, which offer certificates and degrees in a variety of career choices. Field trips and guest speakers representing community health facilities will also enhance the coursework. Students will also learn and participate in resume writing, career outlook search, college searches, job interviews, and job application writing. Students can then make an informed decision as they begin their college and career searches. Prerequisites: Successful completion of Biology and Health. (Open to grades 10, 11 12, recommended as part of the health care career pathway)

623 Infant and Toddler Care

1 credit

Students in this course will examine the specialized needs of infants and toddlers. Students will work in small groups to plan and provide activities that promote the development of intelligence, language skills, safe physical exploration, and social skills of the infants and toddlers in the day care setting. Students will study types of programs serving infants, toddlers and their families and will focus their work on the design of optimum environments and curricula. Students will become familiar with the regulations of the EEC (Massachusetts Office of Early Education and Care) and use them as guidelines when they work as teacher assistants in the onsite staff day care center. Prerequisite: Successful completion of Child Growth and Development and recommendation of Child Growth and Development teacher. (Open to grades 10,11,12)

Fine and Performing Arts Department

Christopher Brindley, Department Chair

The objective of the Fine and Performing Arts program is to train accomplished and passionate arts students. Interested students should possess a strong work ethic and an appreciation of artistic discipline. The Fine and Performing Arts Department challenges students both creatively and academically and approaches each course with an eye towards hands-on learning in the hopes of creating students with a lifelong passion for the arts as a part of the global world.

Within well-equipped art studios, a state of the art theatre, a performance studio, professional quality music rooms and keyboard labs, students explore a wide variety of arts techniques and approaches. Serious art students have the opportunity to work towards acceptance for admission to a variety of college arts programs while curious art students are introduced to an array of techniques particular to that individual art. All students develop an appreciation for the fundamental and integral tenets of all the art forms.

Course Offerings

Art: Visual Art and Photography

Music: Instrumental and Vocal

Theatre Arts

Dance

ART

Christopher Brindley, Department Chair

Course Offerings

- Foundations of Art (Studio Art I)
- Art 2
- Art 3
- A.P. Studio Art
- Crafts A
- Ceramics 1
- Ceramics 2
- Ceramics 3
- Painting 1
- Painting 2
- Painting 3
- Photography 1
- Photography 2
- Photography 3
- Engineering by Design

Art courses offer students opportunities to learn about and experience art creation. The emphasis is on the processes involved in creating visual works, which are produced utilizing a wide variety of media and materials. Students learn to classify art works by historical period, style and genre, and to view and understand them within a historical perspective. Student artwork is prominently displayed in our school and community. Students build art skills and acquire appreciation concepts, which can be used independently throughout their lives.

Art Sequence of Courses

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--|--|---|
| <ul style="list-style-type: none"> Foundations of Art Crafts A Ceramics 1 Painting 1 Photography 1 | <ul style="list-style-type: none"> Foundations of Art Art 2 Crafts A Ceramics 1 Ceramics 2 Painting 1 Painting 2 Painting 3 Photography 1 Photography 2 Photography 3 | <ul style="list-style-type: none"> Foundations of Art Art 2 Art 3 Crafts A Ceramics 1 Ceramics 2 Ceramics 3 Painting 1 Painting 2 Painting 3 Photography 1 Photography 2 Photography 3 Engineering by Design | <ul style="list-style-type: none"> Foundations of Art Art 2 Art 3 AP Studio Art Crafts A Ceramics 1 Ceramics 2 Ceramics 3 Painting 1 Painting 2 Painting 3 Photography 1 Photography 2 Photography 3 Engineering by Design |

ART

Course Descriptions

(Courses are unlevleed unless otherwise noted.)

642 Foundations of Art (Studio Art I) ACP

.5 credit

In this course, students will have the opportunity to work with all 4 visual arts teachers. Each teacher will lead students through projects based in Photography, Ceramics, Mixed Media, Drawing and Painting. This course serves as the gateway for future art electives and is designed to help students understand the multiple avenues in which one can make artwork. Elements and Principles of Design common to all visual arts, along with the Studio Habits of Mind, will be stressed. Strategies for understanding and evaluating historical and contemporary art will also be developed. By the end of this exciting, rotating course, both "beginning" artists as well as more advanced students will have the foundation needed to continue on the path of artmaking that they choose. This course meets the fine art requirement. (Semester Course: open to grades 9,10,11,12, but recommended for Freshmen)

641 Studio Art 2 ACP

.5 credit

This course is planned to reinforce the skills learned in Foundations of Art as well as help students develop a more individualistic approach to problem solving. Greater emphasis will be placed on design fundamentals related to drawing, painting, design, sculpture, and printmaking as a means for recording an experience, relating an idea, or expressing a feeling. Exposure to a range of artists and styles will provide the knowledge necessary to advance skills and deepen understanding of art. Students will also participate in a group installation art piece in the school community. The exposure students will get in this course will provide additional methods for critical comparison and better comprehension of historical and contemporary art works. This course meets the Fine Arts requirement. Required: Foundations of Art or Painting 1 (Semester course, open to grades 10,11,12)

644 Studio Art 3 Honors

1 credit

This advanced level course builds on the experiences from Foundations of Art and Art 2. With a strong foundation in the elements and principles of design, students will be challenged to develop their skills in drawing, painting, printmaking, collage, sculpture, and mixed media. The students will learn to critically evaluate art and will be exposed to the works and styles of artists throughout history. Students will expand the range of their own personal expression through projects such as portraiture, figure studies, abstraction, and landscapes. Students will begin a two year portfolio exploration in this course. Required: Art 2 (Full year course, open to grades 11,12)

645 AP Studio Art

1 credit

This rigorous course is offered for seniors who are very serious about art and wish to prepare a portfolio for Advanced Placement college credit. This course allows independent studio time for building a Drawing, 2-D Design or 3-D Design Portfolio. Students produce at least 24 pieces, 12 of which are a particular, personalized "Concentration". Students will submit their work to the College Board in early May. This course is excellent for students looking to apply to a college art program Required Art 3, (Advanced Studio Art & portfolio review) (Full year course, open to grade 12 only)

651 Mixed Media Crafts ACP

.5 credit

This course introduces students to the contemporary world of crafts. Each unit will allow students to become familiar with new techniques, processes, and media, such as weaving, fiber arts, artist books, unconventional mixed media and much more. Students will focus on the process of creating as well as the final product and both informal and formal critique. Traditional crafts and various cultures will be investigated to provide a context and inspiration for students' art making. (Semester course, open to grades 9,10,11,12)

630 Ceramics 1 ACP

.5 credit

This is a hands-on introductory course in clay. Students will be introduced to basic hand building and wheel throwing techniques, and learn the fundamental processes of texturing, glazing and firing clay. After becoming familiar with the unique properties of clay, students will learn to make mugs, vases, bowls and other functional objects. Sculptural pieces will also be explored. Recommended: Foundations of Art (Semester course, open to grades 9,10,11,12)

631 Ceramics 2 ACP

.5 credit

Students in this course are challenged with more complex problems as they build upon skills learned in Ceramics 1. More complex vessels, vases, bowls, and other functional objects will be created as well as more advanced sculptural objects. Time will be provided for individualized interests. Required: Ceramics 1 (Semester course, open to grades 10,11,12)

632 Ceramics 3 ACP

.5 credit

This course is designed for students with a strong interest in Ceramics and 3-D design. Students are encouraged to work more independently and to find their own voice. Students will hone their techniques and develop skills in both

functional and sculptural projects. Not limited to clay, 3-D art making with a variety of media will be encouraged. Prerequisite: Ceramics 2 (Semester course, open to grades 11,12)

655 Painting & Drawing ACP

.5 credit

This is an introductory class for students who wish to learn techniques of painting as they learn about color, design, texture and the other elements of art. They will gain experience in pencil, charcoal, and pastel in addition to acrylic and watercolor. Students will create a variety of painting projects both from observation and imagination including still life, landscape and portraiture. The students will learn to critically evaluate art and will be exposed to the works and styles of painters and movements throughout history. Students will participate in both informal and formal critique. This course meets the Fine Arts requirement. Recommended: Foundations of Art (Semester course, open to grades 9,10,11,12)

635 Painting 2 ACP

.5 credit

Using the knowledge and experience gained in Painting 1 the students will work to develop their individual voice in painting. They will develop projects experimenting with various techniques and media. Students will prepare a canvas and will work with mixed media along with acrylic and watercolor. Themes include established traditions and breaking conventions, the role of the artist, exploring social issues and movements throughout art history. Projects will reflect personal exploration of concepts and themes and experimentation with materials along with the incorporation of styles and movements studied. This course meets the Fine Arts requirement. Required: Painting 1 (Semester course, open to grades 10,11,12)

636 Painting 3 ACP

.5 credit

Using the knowledge and experience gained in Painting 2 or a similar painting exposure, the students will work to expand their individual style in painting. They will explore projects and deepen understanding of techniques and media. Projects to be completed will reflect personal exploration of ideas and experimentation with materials along with the incorporation of some of the styles of painters throughout time. Independent work is required as a member of this course. This course meets the Fine Arts requirement. Required: Painting 2 (Semester course, open to grades 10,11,12)

545 Photography 1 ACP

.5 credit

This course is an introduction to the fundamental, technical, and aesthetic issues of photography. Photo 1 is completely based on DSLR cameras. Students will have thorough instruction of DSLR camera operations, file editing in Adobe Photoshop, along with best practices in use of file types, lens choice, and file conversion. Through a variety of lectures, demos, research and projects students will understand the elements of composition and how to implement them into their own photography. Students will also engage in the criticism of their own work, and with the work of historical and contemporary photographic artists. Recommended: Foundations of Art (Semester Course, open to all grades)

546 Photography 2 ACP

.5 credit

Photography 2 is an extension of Photography 1. Students will continue to develop their skills using DSLR camera as well as utilizing best practices in the digital darkroom. Students will also be introduced to the use of 35mm film cameras. Instruction in how to properly develop black and white negative film, print negatives in the darkroom, and utilize alternative techniques in the darkroom form a major part of the course. Students will continue to critically engage with the work of their peers and contemporary photographic artists through oral and written critiques. Prerequisites: Photography 1 (Semester course, open to grades 10,11,12)

547 Photography 3 ACP

.5 credit

Photography 3 is an extension of Photography 1 and 2. This advanced course will focus on the creation of a complete and polished portfolio that demonstrates individual growth and aesthetic refinement. Students will engage in a continued process of critique as well as explore new tendencies in recent photographic art. They will also be asked to curate exhibitions for the classroom gallery space. Students who take Photo 3 should be self-motivated and interested in pushing the boundaries of photography as an art form. Work will be created in both digital and analogue (film) formats, and students will explore the use of medium and large format cameras. Prerequisites: Photography 1 & Photography 2, or Digital Photo 1 and 2 (Semester course open to grades 10,11,12)

585 Engineering By Design Honors

1 Credit

This course brings together science, technology, mathematics and the arts through an engineering lens. Students will use the Engineering Design Process to solve a series of challenges. The Engineering Design Process asks students to identify a need, research the problem, develop possible solutions, select a promising solution, build a prototype, test, evaluate and redesign as needed. Possible projects include constructing a bridge, building a musical instrument, creating a strandbeest (wind walker), designing a kinesthetic sculpture and other great engineering challenges. Guest lecturers, including artists, scientists and engineers, will add their own real-world expertise to enhance the learning experience. Students will gain exposure to industry-standard software and technologies (e.g. Simulink, CAD, computer programming). Required: Successful completion of Algebra 2 and Chemistry (75% or higher). Any Introductory level Visual Art Course (Full year course, open to grades 11 and 12.)

MUSIC

Christopher Brindley, Department Chair

Course Offerings

Music Theory 2 AP
Band
Concert Choir
Piano/Keyboard I
Piano/Keyboard II
Beginning Guitar Techniques
Orchestra
Musical Theatre 1
Musical Theatre 2

The study of music contributes positively to the quality of every student's life. Students have an opportunity to creatively express themselves vocally and instrumentally and can acquire knowledge of notation, composition and performance traditions which will assist them to perform, create and appreciate music independently for the rest of their lives. Our many and varied musical performance organizations are important contributors to the musical life of our school and community.

Music Sequence of Courses

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|--|--|--|
| Freshman Band Orchestra Chorus Guitar Keyboard 1 Keyboard 2 | Band Orchestra Chorus Guitar Keyboard 1 Keyboard 2 Music Theory 2 AP | Band Orchestra Chorus Guitar Keyboard 1 Keyboard 2 Music Theory 2 AP | Band Orchestra Chorus Guitar Keyboard 1 Keyboard 2 Music Theory 2 AP |

MUSIC

Course Descriptions

(Courses are unlevleed unless otherwise noted.)

662 Band ACP

1 credit

Band is an instrumental music ensemble open to students who play band instruments in grades 10-12. Students build off of knowledge learned in middle school band and 9th grade band. The concert season will include 2 performances (December and May) in addition to a MICCA band festival (March) and the possibility of other community performances. Participation in all performances is required. This course meets the fine arts requirement. (Full year course - open to students in 10th, 11th, and 12th grade)

665 Music Theory 2 AP

1 credit

This accelerated course is for qualified students who have successfully completed Music Theory 1. Course emphasis is on composing original works, analysis, and structural design of music composition. Students are also prepared for the Advanced Placement examination in Music Theory. This course meets the Fine Arts requirement. Students must complete Music Theory 1 as a prerequisite. This course will be co-taught by the vocal and instrumental teachers. (Full year course, open to grades 10, 11,12)

678 Framingham High School Chorus ACP

1 credit

This class is for all grades interested in becoming better choral and solo singers. Students will learn basic music theory, movement, sight singing, and how to be part of a choral ensemble. Both standard and popular works are included. Students will be encouraged to learn solos and will learn about the history of musical theatre in the United States. The chorus will sing in the Winter, Pops, and Festival Choral Concerts. Participation in all scheduled performances is required. This course meets the Fine Arts requirement. (Full year course, open to grades 9,10,11,12)

673 Freshman Band ACP

1 credit

Instrumental music ensemble made for musicians in the 9th grade, transitioning from the middle school band setting. The essential goal for the class is to bridge the gap between middle and high school band where students go from having music once a week, to 5 times a cycle. It will also introduce students to a more difficult level of concert band literature, without having to make the jump to literature appropriate for grades 10-12. By the end of the course, students will feel comfortable joining older students for band in the tenth grade. Like the 10-12 band, the concert season will include 2 performances (December and May) as well as the option for competition in a MICCA band festival (March) as well as other community performances. Participation in all performances is required. This course meets the fine arts requirement. (Full year course, open to grade 9)

674 Beginning Guitar Techniques ACP

.5 credit

The course is open to any student who wishes to learn how to play the guitar. Students will learn to play single notes, basic chords, and common strumming techniques. In addition to the guitar, students will also learn basic music theory including notes and scales. This course will also give the students some background in the history of the guitar and current uses in popular music. There will be playing and written assignments. There is the possibility of one after-school performance requirement for this course. (Semester course, open to grades 9-12)

669 Orchestra ACP

1 credit

The Orchestra is an ensemble for students who have some experience playing a stringed or wind instrument (violin, viola, cello, string bass, clarinet, flute, trumpet, etc.). Fundamentals of string technique and music reading are stressed. Orchestral literature from all periods of composition is used to build repertoire for programs throughout the year. There will occasionally be after school commitments for school and community performances. Participation in all performances is required. This course fulfills the Fine Arts requirement. (Full year course, open to grades 9-12)

676 Piano Keyboard I ACP

.5 credit

Utilizing the Music Department's Keyboard Lab, students will learn the basic music theory elements that are involved in playing the piano. Students will work at their own paces and be exposed to various types of piano literature spanning the Renaissance to Classical eras. Research assignments will include differing styles, composers, pianists, pedagogues, musical form, and historical perspective. Students will be expected to practice outside of class, although a piano keyboard is not a requirement to be in the class. Students will be required to participate in performances scheduled outside of class. (Semester course, open to grades 9-12)

677 Piano Keyboard II ACP

.5 credit

Piano Keyboard II is for the more advanced piano students. Students will work at their own pace utilizing the Music Department's Keyboard Lab. They will learn more advanced piano playing techniques, phrasing, and differing styles. Students will be exposed to piano literature of the Classical, Romantic, and Modern eras. Students will be studying ragtime and jazz pieces. Research assignments will include differing styles, composers, pianists, pedagogues,

musical form, and historical perspective. Students will be expected to practice outside of class, although a piano keyboard is not a requirement to be in the class. Students who haven't taken Piano Keyboard I need permission from the teacher. Students will be required to participate in performances scheduled outside of class. (Semester course, open to grades 9-12)

Extra Curricular:

Jazz Band, Marching Band, Percussion Ensemble, Show Choir, Men's A cappella, Women's A cappella

THEATRE ARTS

Christopher Brindley, Department Chair

Course Offerings

Acting
I Acting
II
Theatre for Young Audiences
Theatre for Social Change
Music Theatre I
Music Theatre II
Acting and Play Study IH
Acting and Play Study IIH
Advanced Acting H

The Theatre Arts program presents an opportunity for the student of the theatre, as well as the novice, to learn and appreciate the elements of theatre as both a performer and as a supporter of the art. Students will investigate theatre through experiences in performance, evaluation, study and theatre exercises. A positive theatre appreciation, self-awareness and self-growth are some of the many building blocks of the program. The FHS Drama Company also produces five main stage productions each year including a musical, a state festival play, a Spring play, A Night of Original Plays and a senior cabaret.

Theatre Arts Course Sequence

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|--|---|--|
| Acting I Acting II Musical Theatre I Musical Theatre II | Acting I Acting II Performance Workshop A Performance Workshop B Musical Theatre I Musical Theatre II | Acting I Acting II Acting and Play Study I Acting and Play Study II Theatre for Young Audiences Theatre for Social Change Musical Theatre I Musical Theatre II | Acting I Acting II Acting and Play Study I Acting and Play Study II Theatre for Young Audiences Theatre for Social Change Musical Theatre I Musical Theatre II Advanced Acting |

Theatre Arts Course Descriptions

(Courses are unlevleed unless otherwise noted.)

680 Acting I ACP

.5 credit

A fast paced workshop format designed to develop and strengthen acting, observation and listening skills, through exercises in creative movement, improvisation, creative dramatics, pantomime and theatre exercises. The central focus of this beginning level class is to build an ensemble within the class and begin to reflect on our own inner resources as an actor and build solo performance skills. The structure of the class breaks down into 75% on your feet and 25% in your seat! Text- *Stage and the School*. This course meets the Fine Arts requirements. (Semester course, open to grades 9,10,11,12)

681 Acting II ACP

.5 credit

The ultimate goal is for the actor to be able to utilize his/her body in the most expressive, specific, communicative and imaginative way possible. The class will work through a series of projects, each one building on the ideas and discoveries of the one before it. The class is lab-based and interactive; students are asked to work together on projects in pairs or groups, regularly observe each other's work and actively engage in discussions of the ideas, issues, solutions and discoveries that are explored throughout the semester. Students will have in-class performances at the end of each unit. Students will be required to participate in the public performance of a One-Act play in the evening.

Prerequisite: Acting I (Semester course, open to grades 9,10,11,12)

691 Acting and Play Study I Honors

.5 credit

The workshop format continues in this class intended for the serious student of Acting. Using the fundamentals taught in Acting I and II the actor will analyze, research and perform scenes representative of several genres and periods in theatre history. Works to be studied and performed include Greek Theatre through Theatre of the 19th Century. Genres include Shakespearean Acting, French Comedies and 19th Century Realism. Classroom exercises focus on the physical and vocal actor. Out of class activities may include performance opportunities and the study and review of a professional play. Prerequisite: Two semesters of Acting classes (Semester course, open to grades 11,12)

692 Acting and Play Study II Honors

.5 credit

Using the techniques mastered in Acting and Play Study I student actors will expand their training to include the teachings of Stanislavski,. Emphasis will be put on emotional and sensory recall while creating a fully developed character and preparing two classical monologues. Students will design their personal theatre portfolio that will include two contrasting classic monologues, an actor's resume and a personal statement and reflection. Workshops include effective make-up techniques, beginning design, monologue workshops and effective audition techniques. Prerequisites: Acting and Play Study (Semester class, open to grade 11,12)

695 Advanced Acting Honors

1 credit

Advanced Acting students will be engaged in developing the contemporary theatre artist. Actor, Director, Designer and Playwright. Students will develop the actor's craft by exploring established acting techniques that develop the actor's basic resources of body, mind and voice. Acting training is aimed at preparing them for college auditions, scholarship auditions, and festival auditions. Students will also explore play writing through the writing of a one-act play, several 10 minute plays and the development of a play for final performance. Play writing work will also result in submission to playwriting competitions. Students will study Directing and Design using original plays generated in class. All class members will be involved in all production and performance areas. This course meets the Fine Arts or Practical Arts credit. Prerequisites: Acting I, Acting II, Acting and Play Study I, and Acting and Play Study II (Full year course, open to grade 12)

696 Theatre for Young Audiences ACP

.5 credit

During this Performance Workshop A course, students will gain insight into the philosophies, purposes, and processes of developing theatre for youth and young audiences. The course will explore teaching drama to youth, devising and adapting stories, acting styles and techniques, and production design and management. The class will culminate in a fully realized production, produced and performed by the students, for elementary and middle school populations.

Prerequisite: Acting 2 or Musical Theatre II (Semester course, open to grades 10, 11, 12)

698 Theatre for Social Change ACP

.5 credit

During this Performance Workshop B course students will Investigate Augusto Boal and Theatre of the Oppressed. While exploring the tools needed to create Theatre for Social Change. Students will begin simple design elements, research a pertinent and time sensitive topic to bring to the stage and prepare a studio production to tour. Performances will be scheduled at local Framingham venues and will include workshops and talk back sessions at all performances. Learn to use the power of theatre to affect social change. All class members will be involved in all

production and performance areas. Prerequisite: Musical Theatre II or Acting 2 (Semester course, open to grades 10, 11, 12)

684 Musical Theatre I ACP

.5 credit

This course is designed for the performance level student who wants to work in musical theatre. The student deals with some elements of performing, singing and stage movement/dance as required for particular genres of musical theatre. MT-I will focus on the various contribution of many composer/lyricists of the Broadway stage, including such notables as Cohan, Friml, Kern, Herbert, Rodgers, Hammerstein, Berlin to name a few. An occasional class session will be devoted to vocal practice, dance and the viewing or studying of musical comedy scripts. Students will also study the early historical influences of the American Musical Theatre. Acting the Song techniques will be taught through block period review sessions and culminate in a Musical Theatre revue. This course is team taught by the Music and Theatre Arts staff. This course meets the Fine Arts requirement. Students will be required to participate in performance scheduled outside of class. (Semester course, open to grades 9,10, 11, 12)

685 Musical Theatre II ACP

.5 credit

This course is a continuation of Music Theatre I with a stronger emphasis on performance. Students will study composer teams from the Golden Age of Musical Theatre up to present day. Musicals studied include: *Oklahoma!*, *West Side Story*, and *Cabaret*. Students will further their understanding of song performance and character development that culminates in a revue or small musical production. Students will be required to participate in performances scheduled outside of class. (Semester course, open to grades 9, 10, 11, 12)

Extra-Curricular: Drama Company meets Monday afternoons in the theatre. -The Company produces three mainstage productions which may include a musical, a play and an entry into the Massachusetts Educational Theatre Guild's One Act Competition each year. This student run organization also promotes and supports theatre at our three middle schools, takes an annual trip to New York City or another destination to see professional theatre and produces a Senior Cabaret as a part of the annual Awards Night held in May.

DANCE

Christopher Brindley, Department Chair

Course Offerings

Introduction to Dance
Advanced Dance Company

The Contemporary curriculum is designed to incorporate movement and vocabulary from both established and relevant resources into a dancer's training and development. Use of weight, space, music and dynamics are addressed in an explorative and disciplined environment. Creativity and discussion are encouraged in a focused and challenging atmosphere.

672 INTRODUCTION TO DANCE

.5 credit

Introduction to Dance provides a dance overview for students to Dance as a discipline. Students become acquainted with basic technique in ballet, modern, jazz and tap as well as a physical awareness that is critical throughout their lives. Gaining movement skills and finding confidence through movement are a focus of this class. No previous dance experience is necessary. This course may be used for Physical Education credit for juniors and seniors. Open to grades 10-12. One semester. May be repeated for Fine Arts credit only.

646 FHS ADVANCED DANCE COMPANY/CHOREOGRAPHY:

.5 credit

The FHS Dance Company is the performing company of the Dance Division of the Fine and Performing Arts Department, which develops professional approaches to rehearsals and performances. Students are exposed to a variety of styles, choreographers, repertoire and music. The exploration of the process and essence of the art form helps students develop technical skills, artistry and a broader scope of life as citizens-artists-athletes in a global community. Performances offer a great opportunity and exposure for students to experience what it is like to be part of major productions, working alongside technical and production crew, musicians and costumers. In addition to developing performance techniques, each student will be required to choreograph a dance for the class to perform at the end of the course. Dance experience and or training is required. Open to Juniors and Seniors only. This course may be used for Physical Education credit.

Extra Curricular: Drama Company meets Monday afternoons in the theatre. -The Company produces three mainstage productions which may include a musical, a play and an entry into the Massachusetts Educational Theatre Guild's One Act Competition each year. This student run organization also promotes and supports theatre at our three middle schools, takes an annual trip to New York City or another destination to see professional theatre and produces a Senior Cabaret as a part of an annual Awards Night held in May.

HEALTH AND PHYSICAL EDUCATION

Michael Foley, Department Chair

Course Offerings

| | | |
|-------------------------|------------------------|-----------------------------|
| Activity Fitness | Fitness for Life | Rise and Shine Fitness |
| Competitive Team Sports | Health Education | Sports Education |
| Dance Fitness | Lifetime Activities | Sports Psychology |
| ESL Health | Low Impact Fitness | Strength and Conditioning |
| Exercise Physiology | Personal Fitness | Yoga |
| Yoga 2 | Introduction to Dance* | Dance Company/Choreography* |

The Health and Physical Education program at Framingham High School is designed to provide students with a variety of activities that will promote the core concepts of the Massachusetts Comprehensive Health curriculum Framework. These core concepts are health literacy, healthy self- management skills, and health promotion. Through the coordinated teaching of health education and physical education, these core concepts are achieved. Each discipline has a delineated responsibility of addressing certain standards within the four strands of the health framework: physical health, social and emotional health, safety and prevention, and personal and community health.

Through the health and physical education offerings, students will gain the knowledge and skills necessary to perform a variety of physical activities and will know the implications of and understand the benefits from involvement in lifelong physical activities. Students will learn factual information and develop the necessary skills to make informed choices and apply them to daily situations. Students will engage in promoting a positive learning environment within each class while understanding the benefits of upholding this attitude in their daily lifestyle.

The Health and Physical Education elective program will enrich and complete a student’s career at Framingham. Through our elective program students have the opportunity to develop areas of interest and become exposed to healthy competition, personal awareness, and future academic success.

Physical Education Course Sequence

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---------------------|--|--|
| Activity Fitness Fitness for Life Low Impact Fitness | Health Education | Competitive Team Sports Dance Fitness Exercise Physiology Lifetime Activities Personal Fitness Rise and Shine Fitness Sports Education Sports Psychology Strength and Conditioning Yoga Yoga 2 Introduction to Dance* Dance Company/Choreography* | Competitive Team Sports Dance Fitness Exercise Physiology Lifetime Activities Personal Fitness Rise and Shine Fitness Sports Education Sports Psychology Strength and Conditioning Yoga Yoga 2 Introduction to Dance* Dance Company/Choreography* |

HEALTH AND PHYSICAL EDUCATION

Course Descriptions

(Courses are unlevleed unless otherwise noted.)

Health and Physical Education is a four-semester requirement for all students. Students will take one semester of Physical Education their freshman, junior, and senior years. As sophomores, students will take Health Education. A passing grade must be achieved from each course in order to receive the appropriate credits for graduation from Framingham High School: .5 credit per semester of physical education totaling 1.5 credits, and .5 for health education for a grand total of 2.0 credits toward graduation.

Each of the following courses is a semester course, which students are required to take to fulfill their four-semester requirement. There will be no repeating of any offering to fulfill the requirement. Designated elective courses will fulfill the graduation requirements.

730 Fitness for Life Grade 9 .5 credit

The Fitness program is a semester course that provides students with team-building activities, cooperative group lessons, the importance of flexibility and nutrition, and are exposed to both the muscular and cardiovascular machines within Wellness Center. Students will comprehend the difference between health-related and skill-related fitness and will understand the importance of how improvement will impact their daily life. Students will learn the basic functions of nutrition and how to break down a food label as well as learn the importance of body composition and how it is measured. Additionally, by incorporating the Fitnessgram program into our curriculum, students will see their fitness progression, while understanding the importance and benefit of lifelong activity and healthy choices

739 Activity Fitness Grade 9 .5 credit

The information presented in this course will be the same information presented in Fitness for Life. Students who prefer to achieve their fitness through participating in activities outside of the Wellness Center should select this course.

746 Low Impact Fitness Grade 9 .5 credit

The information presented in this course will be the same information presented in Fitness for Life. This class will target students who want to focus on nutritional benefits, low impact aerobic exercise, self-motivation and goal setting to improve their overall health. **A referral is needed to be enrolled in this class.**

735 Health Education Grade 10 .5 credit

The Health Education Program provides students with the knowledge and skills to make informed responsible decisions and assist them in leading healthy lifestyles. The health classroom instruction will consist of introduction to the areas of health (physical, social, emotional, intellectual and spiritual), communication skills, cancers, having an awareness about healthy and unhealthy relationships, sexuality education, discussions around mental health and substance free lifestyles. Students will learn ways to be a self advocate and proactive as well as have knowledge on support / resources in school and within the community.

895 ESL Health Education .5 credit

The Health Education Program provides students with the knowledge and skills to make informed responsible decisions and assist them in leading healthy lifestyles. The health classroom instruction will consist of introduction to the areas of health (physical, social, emotional, intellectual and spiritual), communication skills, cancers, having an awareness about healthy and unhealthy relationships, sexuality education, discussions around mental health and substance free lifestyles. Students will learn ways to be a self advocate and proactive as well as have knowledge on support / resources in school and within the community. The ESL Health Education course parallels the mainstream health curriculum with modifications relative to the students' levels of English language proficiency. (Semester 2 course, open to ESL students, level 2, in grades 11,12)

PHYSICAL EDUCATION ELECTIVE PROGRAM

The Framingham High School Health and Physical Education Department continues to offer an extensive elective program.

Final approval of course offerings will be made by the Health and Physical Education Department Head after careful consideration of student interest, funding, staffing and facility needs.

729 Rise and Shine Fitness .5 credit

This class will be offered before school from 6 a.m. to 7 a.m. This class is for students to improve on all areas of their personal fitness; muscular strength, muscular endurance, body composition, cardiovascular endurance and flexibility. Students will participate in a variety activities and units, including: yoga, 5K training, cardio kickboxing, strength and interval training workouts, and other group exercise formats. This class will meet Monday through Thursday every week for a total of 60 classes for the semester. Students must have passed a fitness course to enroll in this class. This course meets the graduation requirements for a semester class. (Semester course, open to grades 11, 12)

731 Sports Education .5 credit

The Sports Education Program will provide students the opportunity to experience a variety of team sports as a participant, coach, spectator and official. As a participant, the students will learn the skills necessary for successful participation through practice drills and team play. Leadership experience will be developed as a coach by planning practice sessions and developing and incorporating strategies during game situations. Students will learn the qualities and respectful behaviors for being a good spectator as they cheer their team along during tournament play. (Semester course, open to grades 11, 12)

732 Lifetime Activities

.5 credit

During the Lifetime Activities segment of the physical education program, students will experience a wide variety of activities focusing on lifelong participation. These activities may include the racquet sports of tennis, badminton and table tennis, team games such as volleyball and softball, as well as individual or partner activities such as archery, golf, and backyard games. (Semester course, open to grades 11, 12)

737 Strength and Conditioning

.5 credit

Students will improve many aspects of fitness including body composition, flexibility, mobility, muscular strength, muscular endurance, power and cardiovascular endurance. The daily workouts will vary between strength training, cardiovascular training and High Intensity Interval Training. Each class workout will be done as a group to help motivate and inspire students to work hard. Students will demonstrate advancement through pre- and post-testing, and goal setting in several fitness based assessments. Class participants will learn to personalize their nutrition based on energy requirements and food preferences. Students must have passed a fitness course to enroll in this class. This course meets the graduation requirement for a semester class. (Semester course, open to grades 11, 12)

740 Dance Fitness

.5 credit

This class will explore a variety of dance activities aimed at achieving a health-enhancing level of fitness. Students will participate in a wide array of ballroom (salsa, merengue, bachata, etc.) and Zumba dances. Students will have the opportunity to create original choreography and teach routines to the class. No dancing experience is necessary, beginner to advanced dancers are welcome. This course meets the graduation requirement for a semester class. (Semester course, open to grades 11, 12)

748 Competitive Team Sports

.5 credit

This is a classroom/gymnasium hybrid course where students are expected to participate in traditional sports activities, complete sports current event related homework assignments, participate in class discussion, and complete written work. Students participating in this course will be expected to put forth maximum effort as a participant in various team sports, such as; basketball, soccer, and volleyball. The course will focus on refining these skills and developing strategies to participate successfully in competition. Teams will be established in the class with practice schedules developed to enhance the skills for competition. Tournaments and health competition will take place throughout the course. Competitive Team Sports is for the student who enjoys competing at an intense and high level of competition. This course meets the graduation requirement for a semester class. (Semester course, open to grades 11, 12)

749 Personal Fitness

.5 credits

This course builds on the concepts acquired from Fitness courses. Continued emphasis will be placed on properly applied progressive resistance exercising using selected machines, free weights, and rep configuration. Students will become familiar with more advanced methods of strength and cardiovascular conditioning exercises including bootcamp, circuit training, high intensity interval training, cross training, and many others. Each student will be responsible for designing personal and group workouts. Students will track body composition through the use of bioelectrical impedance, skinfold calipers, scales, and tape measures. Students will develop a better understanding of nutrition and the importance of when to eat and what to eat. Students must have passed a fitness course to enroll in this class. This course meets the graduation requirement for a semester class. (Semester course, open to grades 11, 12)

759 Yoga 1

.5 credit

This class is for students wishing to explore a variety of yoga and meditation techniques. Through the practice of yoga, students will develop strength, flexibility and balance. Students will also learn techniques to reduce stress and increase concentration. Upon completion of this course, students will be able to develop their own yoga routine to encourage personal development and lifelong practice. This class will be mentally relaxing but physically challenging. This course meets the graduation requirement for a semester class. (Semester course, open to grades 11, 12)

736 Yoga 2

.5 credit

This class is for students wishing to explore a variety of mind/body skills (yoga, meditation, mindfulness, and general stress reducing strategies.) Through the practice of these techniques, students will develop a stress management plan to improve emotional and physical health. This class will include Yoga and other movements during the block periods as well as classroom sessions during the single periods. Successful completion of Yoga 1 is a requirement. (Semester course, open to grades 11, 12)

306 Exercise Physiology ACP

.5 credit

Exercise Physiology is a course that explores the human body's physiological response to exercise. During this

course, students will learn how to correctly analyze exercise data through experimentation and lab write-ups. This course is a physically and educationally demanding and requires students to take part in labs that test VO2max, Lactate Threshold, Muscular Strength, Endurance, Power, Body Composition and Flexibility. A strong background in first year Biology is recommended. This course can be taken as an elective for Science Department credit or for Physical Education Department credit. (Semester course, open to grades 11, 12.)

738 Sports Psychology ACP

.5 credit

This course will expose students to the correlation of sport participation and exercise and the effect on a persons' psychological health, development and well-being. Students will also learn how psychological factors affect an individual's physical performance. The course is designed to provide the student with the theory basis of human behavior in sport settings with an emphasis on the mental aspects of behavior. Areas to be discussed are: sport "personology" (including personality, motivation, achievement and attributions), anxiety/arousal, attention focus and social/cultural manifestations of sport including humanism, youth sport, aggression, cooperation/cohesion and leadership. This course meets the Practical Arts, not Physical Education, graduation requirement for a semester class.

672 Introduction to Dance*

.5 credit

(Offered for PE credit through Fine and Performing Arts)

Introduction to Dance provides a dance overview for students to Dance as a discipline. Students become acquainted with basic technique in ballet, modern, jazz and tap as well as a physical awareness that is critical throughout their lives. Gaining movement skills and finding confidence through movement are a focus of this class. No previous dance experience is necessary. This course may be used for Physical Education credit for juniors and seniors. Open to grades 10-12. One semester. May be repeated for Fine Arts credit only.

646 FHS Advanced Dance Company/Choreography*

.5 credit

(Offered for PE credit through Fine and Performing Arts)

The FHS Dance Company is the performing company of the Dance Division of the Fine and Performing Arts Department, which develops professional approaches to rehearsals and performances. Students are exposed to a variety of styles, choreographers, repertoire and music. The exploration of the process and essence of the art form helps students develop technical skills, artistry and a broader scope of life as citizens-artists-athletes in a global community. Performances offer a great opportunity and exposure for students to experience what it is like to be part of major productions, working alongside technical and production crew, musicians and costumers. In addition to developing performance techniques, each student will be required to choreograph a dance for the class to perform at the end of the course. Dance experience and or training is required. Open to Juniors and Seniors only. This course may be used for Physical Education credit.

747 Lifetime Plus

.5 Credit

During Lifetime Plus students will participate in a variety of activities that can be enjoyed throughout their life. These may include racquet sports as well as individual and partner activities. In addition, a component of the course is walking for fitness which is designed to stress the importance of the components of fitness as well as the mental benefits of exercise for maintaining a healthy lifestyle. Class may occasionally meet off campus (Full Year Course-Meeting twice a cycle. Open to grades 11 and 12).

Class needs Counselor and Department Head Recommendation.

HISTORY AND SOCIAL SCIENCES

Erin Powers, Department Chair

Course Offerings

Modern World History H
 Modern World History ACP
 Modern World History CP
 United States History 1 AP
 United States History 1 H
 United States History 1 ACP
 United States History 1 CP
 United States History 2 AP
 United States History 2 H
 United States History 2 ACP
 United States History 2 CP
 African-American History ACP
 American Law ACP

Art History AP
 Economics ACP
 European History AP
 Facing History ACP
 Gender Studies ACP
 Global Conflicts ACP
 History and Popular Media ACP
 Psychology AP
 Psychology ACP
 Exploration of Human Behavior and Society ACP
 Sociology Dual Enrollment
 US Government and Politics AP
 Modern American Politics and Current Issues ACP

The curriculum is designed to enable all students to become life-long learners who are skillful and competent in history and social sciences. As students' progress through their course of study, they will learn the traditions and ideals of other nations and cultures, understand the foundations of the United States as a representative democracy, and participate intelligently in discussions of local, national, and international concern. Core courses emphasize global comprehension of history, geography, economics and government. Varied methods of instruction enable students to write effectively, frame relevant questions, shape reasoned arguments, and analyze primary and secondary sources.

Required courses include Modern World History (grade 9), US History 1 (grade 10), and US History 2 (grade 11).

Students are strongly encouraged to broaden their learning experiences through enrollment in elective courses. Elective courses vary in level, thus affording students the opportunity to engage in topic specific study.

To provide a continuous setting for learning, history and social science courses integrate the study of several disciplines, allowing students to thoughtfully reflect on and respond to current and past events. Throughout their studies, students are given the opportunity to understand themselves and others.

History and Social Sciences Course Sequence

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--------------------|---|---|---|---|
| Core Courses | Modern World History CP Modern World History ACP Modern World History H | US History 1 CP US History 1 ACP US History 1 H US History 1 AP | US History 2 CP US History 2 ACP US History 2 H US History 2 AP | African-American History American Law Art History AP Facing History Gender Studies Global Conflicts |
| Possible Electives | Global Conflicts | African-American History American Law Art History AP Gender Studies Exploration of Human Behavior and Society Global Conflicts Sociology Dual Enrollment Modern American Politics and Current Issues | African-American History American Law Art History AP Facing History Exploration of Human Behavior and Society Gender Studies Global Conflicts History and Popular Media Sociology Dual Enrollment Economics Psychology Modern American Politics and Current Issues AP Psychology AP Government and Politics AP European History | History and Popular Media Exploration of Human Behavior and Society Sociology Dual Enrollment Economics Psychology Modern American Politics and Current Issues AP Psychology AP Government and Politics AP European History |

HISTORY AND SOCIAL SCIENCES

Course Descriptions

422 Modern World History H **1 credit**
423 Modern World History ACP
424 Modern World History CP

Starting c. 1800, students will interpret and analyze the impact of significant world events. The course revisits revolutions in Europe and the Americas and ends with a study of world affairs today. Study will include units on the Enlightenment, Industrialization, Imperialism, Totalitarianism, and the Cold War. The use of primary documents will be emphasized in attempts to understand historical events. (Required full year course, open to grade 9)

402 United States History I H **1 credit**
403 United States History I ACP
404 United States History I CP

This course represents a social, political, and economic survey of America beginning before the arrival of Columbus and continuing to 1890. Units of study include sectionalism, westward expansion, urban development, and the formation of our democratic system. The forces shaping American thinking and society will be a focus. Other topics will feature changes in attitudes toward race, ethnicity, women, and family issues in context of the dynamic American landscape. (Required full year course, open to grade 10)

432 United States History II H **1 credit**
433 United States History II ACP
434 United States History II CP

This course covers the time period from late 19th century industrialization to present-day. Changes in social, political, and economic issues and policies are highlighted as the United States moves from an agrarian society in the 1800's to an industrial society and a world leader into the 20th century. In-depth treatment of pivotal events will include, but are not limited to Industrialization, Immigration, the New Deal, Cold War, Civil Rights Movement, Détente, the Gulf War, and modern military and economic crises. This course includes student engagement in a Civics project. (Required full year course, open to grade 11)

431 AP US History I **1 credit**

The first of two sequential Advanced Placement courses offered to highly motivated students who are committed to two years of study in US History. Major emphasis is placed on historical interpretation by the use of primary and secondary sources, analysis of major schools of historical thought, and training in historical research. Students will also work with Advanced Placement practice tests including document-based questions (DBQ's). Chronologically, this course covers the period from initial contact between the Old and New World through the Civil War and Reconstruction. (Full year course, open to grades 10)

441 AP US History II **1 credit**

Prerequisite: Successful completion of US History I AP.

This is the second of two sequential Advanced Placement courses offered to those students who have completed US History I - AP. Major emphasis will continue to be placed on historical interpretation by the use of primary and secondary sources, analysis of major schools of historical thought, and training in historical research. Chronologically, this course covers the period from Reconstruction to the present. US History I/II AP will prepare students for the Advanced Placement examination in the spring. This course includes student engagement in a Civics project. (Full year course, open to grade 11)

ELECTIVES

NOTE: *The following courses do NOT fulfill the World History and US History requirements. They remain available as elective courses for the grades indicated.*

468 African-American History ACP **.5 credit**

This course seeks to show the role that African-Americans played in the shaping and development of our country. To accomplish this, the course will emphasize: 1) An understanding of the African origins of American blacks; 2) Why Africans were brought to America; 3) The effects of slavery on whites and blacks alike; 4) The progress of African-Americans from 1619 to present; and 5) The goals and objectives of contemporary African-Americans in our society. There will also be a comprehensive review of challenges facing African-Americans in modern day American Society. Outside reading and research is required. (Semester course, open to grades 10, 11,12)

460 American Law ACP **.5 credit**

This course focuses on the evolution of law in the United States. A major emphasis of this course will be to explain the rights and responsibilities of students and juveniles under our legal system. Other areas to be covered include introduction to law, trial procedure, criminal versus civil law, and consumer law. (Semester course, open to grades 10, 11, 12)

475 AP Art History**1 credit**

This course is designed for students who want an in-depth look at art periods of the ancient world through postmodernism. It is designed to provide students with the same material covered in an introductory college course in art history. Students gain knowledge of architecture, sculpture, and painting, as well as other forms within diverse historical and cultural contexts. Students examine and critically analyze major art forms of artistic expression from the past and present and from a variety of European and non-European cultures. Students develop an understanding of artworks in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. Throughout the study of AP Art History, students examine how and why the work looks the way it does, what it means within its particular context, and how and why it has meaning. This is a visual based course with emphasis on class discussion. Students will also be able to create art for enjoyment and enrichment. **This course fulfills a Fine Arts requirement.* (Full year course, open to grades 10, 11, 12).

466 Economics ACP**.5 credit**

This course familiarizes students with certain basic economic principles and laws governing our economic system. Principles of economics are made clear through work with graphs and charts. In addition, ideas of the great economists are discussed as well as specific topics, such as the Federal Reserve System, labor unions, and international trade. (Semester course, open to grades 11, 12)

440 AP European History**1 credit**

This course, covering the late Middle Ages to the early 21st century, is designed to provide students with an in-depth exploration of the history of Europe and its relationship to World History. From religious wars, the Industrial Revolution, the rise of fascism, to the challenges of Europe in the 21st century, this course will give students a greater understanding of the development of major world powers and their impact on the global community. Students will prepare for the Advanced Placement exam in the spring through the analysis of primary and secondary documents as well as practice exams including document-based questions. (Full year course, open to grades 11, 12)

461 Facing History ACP**.5 credit**

This course explores general notions of human rights by looking at the history of the Holocaust and genocides in Armenia, Cambodia, Rwanda and the ongoing genocide in Darfur. The course moves beyond a simple study of history but instead, examines these events through the lens of human behavior. We will look at the roles individuals played and the choices they made in an effort to understand exactly what it means to be human at the beginning of the 21st century. The course concludes with an examination of social activism and the end goal: to provide students with the tools necessary to empower them to make change in their lives and in the world they live in. This course will combine history, literature, philosophy, psychology, film, primary source documents, and interactive activities to help you engage in the material. (Semester course, open to students in grades 11 & 12)

469 Gender Studies ACP**.5 credit**

This course is a semester long introduction to major themes in Gender and Women's Studies. Topics include the social construction of gender and how this construction impacts reproduction, domestic spheres, work, education, media, government, race, class, and other aspects of public life. Students will also come to understand feminism, the historical context of the feminist movements, as well as how feminism is reflected in our current cultural climate. A major goal for this class is to examine how society thinks about gender and challenge traditional ideas about femininity and masculinity. A variety of instructional methods and assessments will be utilized to meet the needs of all students.

463 Global Conflicts ACP**.5 credit**

In this discussion-based class, students debate major past and present world conflicts. The course will examine totalitarian dictatorships, peace studies, and conflict resolution within the context of international relations. Topics will include study of conflicts in the Middle East (Israel and Palestine, Iraq, Afghanistan), China, Africa, and Latin America. Students will work to understand why these conflicts occur and debate possible solutions. (Semester course, open to grades 9, 10, 11, 12)

467 History and Popular Media ACP**.5 credit**

This course explores events related to World and American History and looks at how history shapes and reflects our society. Films and other media are analyzed and viewed within historical context, and allow students to understand time periods in a deeper way than before. Via analysis of these media, personal reaction papers, projects, and daily participation, we will investigate a number of political, social, and economic themes to better understand the past as well as the world we live in today. (Semester course, open to grades 11, 12)

464 Psychology ACP**.5 credit**

This is an introductory course in the scientific study of human behavior that includes the aims and methods of psychology, the physiological functions of the brain, and the principles of learning, memory, emotions, motivation, and personality. Emphasis is placed on the role of experimentation, writing assignments, and the application of psychology in the lives of the students. (Semester course, open to grades 11, 12)

472 AP Psychology**1 credit**

Designed for students who wish to study human behavior and mental processes at a level that approximates an introductory college course, AP Psychology stresses a scientific approach to the study of psychology. The course exposes students to a wide range of concepts, research findings and psychological theories while emphasizing application so the students can see how these relate to their own lives. Topics include the historical development of the schools of psychology, research methods, the biological determinants of behavior, altered states of consciousness, sensation and perception, conditioning and learning, cognition and memory, testing individual differences, normal and abnormal personality development, psychotherapy, and social psychology. Students are prepared to take the AP test in May. (Full year course, open to grades 11, 12)

465-Exploration of Human Behavior and Society**.5 credit**

This course helps students develop an understanding of group life and the influences of heredity and environment. It emphasizes the forces of social cooperation versus the forces of social conflict. Areas of study include: culture, crowd behavior, mass media, propaganda, marriage, the family, race, class structure, education, and religion. Field trips and guest speakers will be used when appropriate. Requirements include outside readings and a research project. (Semester course, open to grades 10, 11, 12)

470 Introduction to Sociology: Dual Enrollment**1 credit**

This rigorous course is an introduction to the basic concepts, research, and theories sociologists use to increase our understanding of social behavior and human societies. Students discuss such topics as culture, social interaction, social inequality, crime, class, race and ethnic relations, and family, as well as various social problems in modern society. ***This class is offered for dual credit with Framingham State University, and is taught by both FHS and FSU faculty. Students must earn a grade of C or higher to earn dual credit.*** (Semester course, open to grades 10, 11,12).

454 Modern American Politics and Current Issues ACP**.5 credit**

In this discussion-based course, students will take a deeper dive into the most pressing political, economic, social, religious, and military issues affecting their daily lives in order to strengthen their position as civically engaged members of society. Using the news as a template that guides the course, students will learn how current issues are situated historically and globally in order to better understand the world in which they live. Particular emphasis will be on modern American politics, the role and function of local, state, and federal governments, competing economic theories, fiscal and monetary policy, comparative politics, ideologies, critical analysis of news media, the power of special interests, and civil liberties and civil rights. (Semester course, open to grades 10, 11, and 12).

459 AP United States Government and Politics**1 credit**

Designed for students that wish to take a course in political science/government at a level that approximates to a college introductory course, this course is an AP level survey of American government and political thought. Some topics include: the Constitution and foundation of American democracy, American political culture and landscape, the structure and function of the federal government, the power of special interests and the media, your rights as a citizen and a student, civil liberties and civil rights, landmark Supreme Court cases, and social, economic, and foreign policy. Students are prepared to take the AP test in May. (Full year course, open to grades 11, 12)

LIBRARY/MEDIA and INTERDISCIPLINARY STUDIES AP CAPSTONE

Alison Courchesne, Library Media Specialist
Heather Conroy, English Teacher

Course Offerings

AP Capstone Sequence

AP Seminar (Grade 10 or 11)

AP Research (Grade 12)

The mission of the Framingham High School Library Media Center and the Interdisciplinary Studies Department is to provide equitable resources and opportunities to all members of the FHS community and to support learners in the exploration of their unique passions. The Library Media Center supports the implementation of the [Massachusetts Digital Literacy Standards](#), which prepare students with skills essential for college and career readiness. Information literacy and technology skills are taught to both classes and 1:1 to individual students. The Library Media Center collection of 21,000 print volumes and digital research resources are designed to meet the academic needs and personal interests of all students and faculty. The FHS Library's resources are available through the [FHS Library website](#).

The Interdisciplinary Studies curriculum fosters critically-thinking, responsible and literate citizens by teaching students how to use the "QUEST" framework: question, understand, evaluate, synthesize and transform information. Students may elect to follow the [AP Capstone](#) sequence of courses offered through the Interdisciplinary Studies department. There is no prerequisite for AP Seminar; however, students must secure the approval of a faculty member before registering in AP Capstone courses.

Student writing in AP Capstone courses will adhere to the format of the [Framingham High School Research Handbook](#), which is based on the Modern Language Association guidelines. All student research and work is kept in digital portfolios for the duration of the Capstone course sequence so that students can monitor their own progress. Class discussions and cooperative learning are major components of AP Seminar classes, and all students are expected to participate fully. AP Research is offered for those students who have successfully completed AP Seminar and who wish to pursue an independent path of scholarly research.

LIBRARY/MEDIA and INTERDISCIPLINARY STUDIES

Course Descriptions

10 Advanced Placement Seminar

1 credit

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using the QUEST inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. (Full year course, open to grade 10, 11 or 12 students)

*AP Seminar can be taken for credit in either History and Social Science, or in Practical Arts.

** Beginning in SY 2022, pending budget approval, one section of AP Seminar will be taught in Spanish as an option for students in the Two-Way Bilingual program, ESL or World Language who are fluent in Spanish.

11 Advanced Placement Research

1 credit

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills acquired in the AP Seminar course: learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. (Full year course, open to grade 11 or 12 students who have complete AP Seminar)

*AP Research can be taken for credit in the Department most closely matching the area of his/her chosen field of study.

MATHEMATICS

Mary Fitterer, Department Chair

Course Offerings

| | |
|---------------------|--|
| Algebra 1 H | Statistics AP |
| Algebra 1 ACP | Statistics and Quantitative Reasoning ACP |
| Algebra 1 CP Part A | Integrated Math CP |
| Algebra 1 CP Part B | Statistics CP |
| Geometry H | Programming in C++ Part 1 H |
| Geometry ACP | Programming in C++ Part 2 H |
| Geometry CP | Computer Science A AP |
| Algebra 2 H | Data Structures |
| Algebra 2 ACP | Financial Literacy & Quantitative Reasoning CP |
| Algebra 2 CP | Math Strategies CP |
| Pre-Calculus H | Problem Solving ACP |
| Pre-Calculus ACP | Problem Solving CP |
| Pre-Calculus CP | Dual Enrollment College Algebra |
| Calculus BC AP | Dual Enrollment Quantitative Reasoning |
| Calculus AB AP | SAT/ACT Math |
| Calculus ACP | |

A solid foundation in mathematics is essential in today's technological society. The study of mathematics helps develop logical thinking and reasoning skills that are central to our daily lives. Success in mathematics, however, is not based solely on ability, but also on persistence and effort. All students will achieve mathematical competence through a comprehensive program aligned with the Common Core State Standards and Massachusetts Curriculum Frameworks that emphasizes problem solving, communicating, reasoning, attention to precision, making connections and effective use of technology.

Our program stresses conceptual understanding over standard algorithms. Students are encouraged to take four years (eight semesters) of mathematics.

Algebra 1 is a pivotal course that requires students to work diligently on the fundamental concepts of mathematics. This background will help students achieve success in all subsequent courses. Another course that our department considers important to student achievement is our Problem Solving course. It is designed to develop and improve problem solving strategies that will be utilized throughout high school as well as on such standardized tests as the PSAT, SAT and MCAS. We suggest this course be taken during a student's freshman or sophomore year. We highly recommend all students take a computer science course during their years at Framingham High School. We offer several options for students and believe the skills acquired provide students with great advantages in the modern world.

Students will be expected to communicate their knowledge of mathematics through a variety of assessment tools. As students are exposed to the many connections within the disciplines of mathematics and in the real world, they will begin to see and understand the importance of mathematics.

Mathematics Course Sequence

| Core Curriculum Options | | | |
|--|--|---|--|
| This is a suggested progression of courses. Students have opportunities to change levels based on teacher recommendations. | | | |
| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Geometry Honors Geometry ACP Algebra 1 H Algebra 1 ACP Algebra 1 CP Part A and Part B | Algebra 2 Honors Algebra 2 ACP Geometry Honors Geometry ACP Geometry CP Integrated Math CP | Pre-Calculus Honors AP Statistics Pre-Calculus ACP Pre-Calculus CP Algebra 2 H Algebra 2 ACP Algebra 2 CP SAT/ACT Math(Semester) Statistics CP (Semester) Math Strategies CP (Semester) Financial Literacy and Quantitative Reasoning CP (Semester) Dual Enrollment College Algebra (Semester) Dual Enrollment Quantitative Reasoning (Semester) | AP Calculus BC AP Statistics AP Calculus AB AP Statistics Calculus ACP Pre-Calculus Honors Pre-Calculus ACP Pre-Calculus CP Statistics and Quantitative Reasoning ACP Statistics CP (Semester) Math Strategies CP (Semester) Financial Literacy and Quantitative Reasoning CP (Semester) Dual Enrollment College Algebra (Semester) Dual Enrollment Quantitative Reasoning (Semester) |
| | Students have the option of taking Geometry and Algebra 2 concurrently this year (based on a teacher recommendation). | Students have the option of taking Pre-Calculus and AP Statistics concurrently this year. | Students have the option of taking Calculus and Statistics concurrently this year. |
| Math Electives Problem Solving/ACP/CP (all grades) | | Computer Science Electives C++ Part 1 Honors (all grades) C++ Part 2 Honors Computer Science A AP (Grades 10-12) Data Structures (Grades 11 &12) | |

MATHEMATICS
Course Descriptions

205 Algebra 1 Honors

1 credit

This is a rigorous course that emphasizes foundational algebraic and problem solving skills. The course focuses on solving challenging, practical problems, and representing and analyzing situations using symbols, graphs, tables or diagrams. This course introduces abstract concepts by using symbolic notation to represent quantitative relationships in general terms. Course content focuses on the real number system; operations on polynomials; reasoning with equations and inequalities; building and interpreting functions; linear, quadratic and exponential modeling; statistics and probability. (Full year course, open to grade 9)

203 Algebra 1 ACP

1 credit

This is a rigorous course in algebra, which introduces abstract concepts by using symbolic notation to represent quantitative relationships in general terms. Emphasis is on the real number system; operations on polynomials; reasoning with equations and inequalities; building and interpreting functions; linear, quadratic and exponential modeling; statistics and probability. (Full year course, open to grade 9)

204a Algebra 1 CP Part A

.5 credit

The CP Algebra 1 Part A course focuses on conceptual understanding of algebra as a symbolic representation and as a problem solving tool. Emphasis is placed on the development of habits that apply to a variety of problems. Particular areas of study include the real number system, operations on polynomials, reasoning with equations, and building and interpreting linear functions. (Semester course, open to grades 9,10)

204b Algebra 1 CP Part B

.5 credit

The CP Algebra 1 Part B course focuses on conceptual understanding of algebra as a symbolic representation and as a problem solving tool. Emphasis is placed on the development of habits that apply to a variety of problems. Particular areas of study include the real number system, operations on polynomials, reasoning with equations and inequalities, building and interpreting functions, linear, quadratic and exponential modeling, statistics and probability. Recommended: Passing Algebra 1 CP Part A. (Semester course, open to grades 9,10)

201 Geometry H

1 credit

This course is for students who have successfully completed Algebra 1 in the eighth grade. It emphasizes logical arguments in plane geometry, geometric applications of algebra, solid and coordinate geometry, and an introduction to trigonometry. It is the first course for students wishing to enroll in our challenging course work in mathematics, culminating with calculus in the twelfth grade. Recommended: Passing Algebra 1 in Grade 8 (85% recommended) or passing Algebra 1 Honors in Grade 9 (85% recommended). (Full year course, open to grade 9,10)

202 Geometry ACP

1 credit

This is the sequential course to Algebra 1 for capable mathematics students preparing for college. It precedes Algebra 2 and Advanced Math. The course develops techniques of logical reasoning through the study of geometric figures. Plane and solid geometric facts are determined through inductive and deductive processes, which stress original and creative thinking. Coordinate geometry and trigonometry are introduced. Recommended: Passing Algebra 1 (80% in ACP Algebra recommended) (Full year course, open to grades 9,10,11)

**Students planning on taking Calculus during their senior year should successfully complete both Geometry and Algebra 2 by the end of 10th grade. In some cases this may mean taking Geometry and Algebra 2 concurrently in grade 10.*

213 Geometry CP

1 credit

This course includes the study of plane and spatial geometric figures. Algebraic applications and coordinate methods are included along with inductive and deductive reasoning. Topics include area, similarity, circles, regular polygons, geometric solids, as well as an introduction to trigonometry. Recommended: Passing Algebra 1 (Full year course, open to grades 10,11,12)

211 Algebra 2 H

1 credit

This rigorous course builds on a strong foundation of Algebra I skills and focuses on the analysis of different types of functions. These functions include, but are not limited to, polynomial, rational, exponential and logarithmic. Students will be exposed to different number sets, explore conic sections, and be introduced to trigonometry. Emphasis will be placed on the ability to derive formulas and prove assertions. Students will be required to apply the knowledge they gain from the curriculum in order to persevere in solving extension problems. Algebra 2 Honors is designed to give students a strong foundation for the Advanced Math Honors course. Recommended: Honors Geometry (85% recommended) (Full year course, open to grade 10)

212 Algebra 2 ACP

1 credit

This course continues the study of the properties and structure of the real number system. The use of symbolic notation is emphasized and applied to problem solving. Areas of study include the complex number system, vectors

and matrices, polynomial and rational expressions, modeling, function analysis, basic trigonometry, probability and statistics. Recommended: Algebra 1 and Geometry (80% in ACP recommended) (Full year course, open to grades 10,11,12)

220a Math Strategies CP **.5 credit**

This course places emphasis on mastery of skills to help students prepare for future math courses at FHS or in college. Topics include operations with rational and complex numbers, factoring, solutions of equations and inequalities, relations and functions, quadratic functions, systems of equations, exponents, and logarithms. Emphasis will be placed on preparing for mathematics college placement exams. Required: Successful completion of Algebra 1 and Geometry. Recommended: Successful completion of Algebra 2. (Semester course, open to grades 11, 12).

220b College Algebra/Dual Enrollment **1 credit**

This course is a college level course where students who earn a 70% or above will receive credit from both Framingham High School and Framingham State University. Topics include linear equations, systems of linear equations, functions, quadratics, polynomials and rational equations. Required: Successful completion of Algebra 1, Geometry, Algebra 2 and a qualifying score on the placement test. (Semester course open to grades 11,12)

220c Precalculus/Dual Enrollment **1 credit**

This course is a college level course where students who earn a 70% or above will receive credit from both Framingham High School and Framingham State University. Topics include mathematical analysis related to rational, polynomial, trigonometric, exponential, and logarithmic functions. Emphasis will be placed on abstract concepts as well as practical applications. Required: Successful completion of Algebra 1, Geometry, Algebra 2 and a qualifying score on the placement exam.

220d Quantitative Reasoning/Dual Enrollment **1 credit**

This course is a college level course where students who earn a 70% or above will receive credit from both Framingham High School and Framingham State University. This is a course in quantitative problem solving as it relates to realistic scenarios, with the goal of producing college and career ready individuals capable of making decisions informed by data. Topics include set theory, topics in Algebra, Personal Finance, Counting and Probability, Statistics, and Voting and Apportionment. Required: Successful completion of Algebra 1, Geometry, Algebra 2 and a qualifying score on the placement exam.

221 Pre-Calculus H **1 credit**

This is a pre-calculus course for those students in the junior year that have strong motivation in mathematics. It is a rigorous treatment of elementary functions with emphasis on mathematical analysis. Analytical geometry and higher algebra topics such as series and limits will be included. Students are required to participate in New England Math League and Math Olympiad competitions, which will be scheduled during the academic day. Required: Successful completion of Algebra 1, Geometry, and Algebra 2 Honors (85% in Honors recommended) (Full year course, open to grade 11,12 or students who have completed an Algebra 2 course.)

222 Pre-Calculus ACP **1 credit**

This is a course for students who wish to acquire a deeper and more expanded knowledge of mathematics. It will include mathematical analysis based on the algebraic, trigonometric, and logarithmic functions. Advanced algebra and introductory probability will be considered. Emphasis will be placed on abstract concepts as well as on skill in practical applications. Required: Successful completion of Algebra 1, Geometry, and Algebra 2 ACP (80% or higher recommended in ACP) (Full year course, open to grades 11,12)

223 Algebra 2 CP **1 credit**

The CP Algebra 2 course includes topics such as operations with rational and complex numbers, factoring, solutions of equations and inequalities, coordinate geometry, relations and functions, quadratic functions, systems of equations, exponents, logarithms, and conic sections. Concepts of problem solving will be introduced. This course treats the Algebra 2 curriculum in a less rigorous manner than Algebra 2 ACP. Recommended: Passing Algebra 1 and Geometry (Full year course, open to grades 11 and 12)

224 Integrated Math CP **1 credit**

This course combines standards-based topics in Algebra and Geometry. Students will advance their knowledge and understanding of linear equations, functions, patterns and relationships, and quadratic equations. Students will also explore relationships in parallel lines, properties and area of Geometric figures, and experience and introduction to data and statistics. This course is a good fit for students who need further work with their algebraic and geometric skills. Recommended: Completion of Algebra 1 (Full year course, open to grades 10,11,12 and grade 9 by teacher and counselor recommendation).

228 Statistics and Quantitative Reasoning ACP **1 credit**

This course combines introductory statistical topics with real world financial and mathematical applications. Statistical topics include analysis of one and two variable data, study and experimental design, probability, sampling distributions, and inference testing. The course will also cover estimation, managing personal finances (checking

accounts, credit cards, income taxes, auto loan, and student loans), present and future budget analysis, and time value of money applications. This course would be a good fit for students planning to major in Business, Sociology, or Psychology, as well as any student who is interested in the practical use of mathematics. Required: Successful completion of Algebra 2 (ACP or Honors) with a grade of C or better or written approval from Algebra 2 CP instructor and department head. (Full year course, open to grade 12 students or grade 11 students who are also enrolled in Pre-Calculus ACP)

229 Statistics CP .5 credit

Statistical topics include analysis of one and two variable data, study and experimental design, and probability. This course would be a good fit for students who are interested in the practical use of mathematics. Required: Successful completion of Algebra 1 and Geometry. Recommended: Successful completion of Algebra 2. (Semester course, open to grades 11, 12).

231 AP Calculus BC 1 credit

This course follows the Advanced Placement BC syllabus of the College Board. This is a college level course, which is offered to qualified students to prepare for the Advanced Placement Examination (Level BC) in calculus. It will give substantial training in differential and integral calculus and related analytic geometry. As a college level course, the teaching and assignments will be of college depth and length. Students have the option of participating in the New England Math League and Math Olympiad competitions that will be scheduled during the academic day. Recommended: Honors Pre-Calculus (85%) (Full year course, open to grade 12 or students who have completed a Pre-Calculus course)

232 AP Calculus AB 1 credit

This course follows the Advanced Placement AB syllabus of the College Board. Included in the course are the study of elementary functions, limit theory, and the methods of differential and integral calculus together with applications. This course also prepares students for the Advanced Placement Calculus AB examination in May. Students have the option of participating in the New England Math League and Math Olympiad competitions that will be scheduled during the academic day. Recommended: Honors Pre-Calculus (75%) or Pre-Calculus ACP (85%) (Full year course, open to grade 12 or students who have completed a Pre-Calculus course)

233 Calculus ACP 1 credit

This course in the accelerated series provides an introduction to calculus. It is intended to prepare students for more rigorous college calculus courses. Course topics also include analytic geometry, elementary functions, limit theory, and methods of differential and integral calculus with applications. Required: Successful completion of Pre-Calculus (Full year course is open to grade 12 or students who have completed a Pre-calculus course)

238 AP Statistics 1 credit

Advanced Placement Statistics acquaints students with the major concepts and tools for collecting, analyzing and drawing conclusions from data. Ideas and computations presented in this course have immediate links and connections with actual events. Calculators will simplify calculations and allow students to focus deeply on the concepts involved in statistics. Topics include analyzing one and two variable data, probability, sampling distributions, and statistical inference. This course prepares students for the Advanced Placement examination in Statistics. Required: Successful completion of Algebra 2 (80% or higher recommended). (Full year course, open to grades 11,12, or students who have completed an Algebra 2 course)

243 Programming in C++ Part 1 H .5 credit

Programming in C++ Part 1 is for the new computer science student. No prior experience in computer science or programming is necessary, as concepts and theory will start from the very beginning. Top-down design (planning the solution of a problem in detailed steps before putting it into code) will be stressed. Problems will be taken from math, business, and other areas. Topics studied include variables, input/output, flow of control, loops, and functions. This course counts as half of a credit in mathematics or practical arts. Required: Successful completion of Algebra 1 (Semester course, open to grades 9,10,11,12)

241 Programming in C++ Part 2 H .5 credit

This course is a continuation of Programming in C++ Part 1. The course builds on the topics studied in Part 1, moving into more advanced structures. Topics studied include file streams, structures, classes, friends, overloaded operators, arrays, strings, and vectors. Due to the complexity of some of these topics, only students serious about computer programming should sign up for this course. This course is a prerequisite for AP Computer Science A: Java. This course counts as half of a credit in mathematics or practical arts. Required: Successful completion of Programming in C++ Part 1 (Semester course, open to grades 9, 10, 11, 12)

242 AP Computer Science A 1 credit

This is a full year course for students who have completed one year of C++ or one year of JAVA programming. The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given

problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. Students will be able to code fluently in an object-oriented paradigm using the programming language JAVA. Students will be expected to be familiar with and be able to use standard JAVA library classes from the AP JAVA subset. Due to a very demanding curriculum, this is a course only for students who are serious about programming. This course meets the practical arts requirement. Required: Programming in C++ Part 1 and 2 (Full year course, open to grades 10, 11, 12)

522 AP Computer Science Principles

1 credit

This course introduces you to the essential ideas of computer science and helps you understand how computing and technology can influence the world around you. As part of this course, you will be exposed to a broad range of computing tools and skills while creatively addressing real-world issues and concerns. You will conceive and implement digital projects, utilizing some of the same processes that writers, programmers, engineers, designers, and other creators use to bring their ideas to life. This course also includes problem solving, working with data, and understanding the structure of the Internet and how it works. This course meets the Practical Arts requirement

Requirements: Successful completion of Algebra I. (Full year course; Grades 10, 11 and 12)

256 Financial Literacy and Quantitative Reasoning CP

.5 credit

This course covers reasoning with numbers, estimation, managing personal finances (checking accounts, credit cards, income taxes, auto loan, and student loans), present and future budget analysis, and time value of money applications. Required: Successful completion of Algebra 1 and Geometry. Recommended: Successful completion of Algebra 2. (Semester course, open to grades 11, 12).

260 Data Structures

.5 credit

Data Structures is a semester course for the experienced computer programmer. Fundamental data structures like lists, stacks, queues, trees, heaps and hash tables will be introduced in this course. Algorithms and program analysis that accompany these data structures will also be discussed. By the end of this course, students will be able to understand the differences between various data structures, analyze problems and determine the most appropriate structure to implement, write applications and compare the efficiency in storage of each data structure used. Required: Successful completion of AP Computer Science A (Semester course, open to grades 11 and 12)

258 Problem Solving CP

.5 credit

263 Problem Solving ACP

.5 credit

This course is designed to develop and improve the problem solving strategies that are utilized in educational course work and also in the workplace. Students will learn how to work cooperatively in groups. They will develop communication skills through presentations, written work and projects. The methods covered in Part I include drawing a diagram, systematic lists, eliminating possibilities and matrix logic. Working with and developing strategies for jigsaw puzzles, as well as cooperative and competitive games will be a part of the course. This course does not require any previous mathematics background beyond Algebra 1 and should not be thought of as a "math" course. It is meant to improve overall thinking. PSAT, SAT and MCAS test scores should improve as a result of this course. Students will be given the opportunity to take this course at Honors or ACP level. Modifications will be made with regard to students' workload and level of difficulty to distinguish between the two levels. (Semester course, open to grades 9,10,11,12)

253 SAT/ACT Math Prep

.5 credit

This course focuses on reviewing concepts in Algebra 1, Geometry, Algebra 2, and Trigonometry that are tested on the SAT and ACT exams. The course helps students gain confidence in their test-taking ability and teaches tips and strategies. Required: Successful completion of Algebra 1 and Geometry. (Semester course, open to grades 11,12)

234 Pre-Calculus CP

1 credit

This is a course for students who wish to acquire a deeper and more expanded knowledge of mathematics beyond Algebra 2. It will include mathematical analysis based on algebraic, trigonometric, and logarithmic functions. It will also include studies in probability. Emphasis will be placed on abstract concepts as well as on skill in practical applications. Required: Successful completion of Algebra 1, Geometry, and Algebra 2 (80% or higher recommended in Algebra 2 CP, 70% or higher recommended in Algebra 2 ACP) (Full year course, open to grades 11,12)

Science Department

Matthew Corcoran, Department Chair

COURSE OFFERINGS

Core Disciplinary Courses

Biology Honors
 Biology ACP
 Biology CP
 Chemistry Honors
 Chemistry ACP
 Chemistry CP
 Earth Science Honors
 Earth Science ACP
 Physics Honors
 Physics ACP
 Engineering by Design Honors

Advanced Placement Courses

AP Biology
 AP Chemistry
 AP Environmental Science
 AP Physics C

Elective Courses

Animal Behavior ACP
 Astronomy ACP
 Biotechnology ACP
 Environmental Science ACP
 Exercise Physiology ACP
 Forensic Science ACP
 Human Anatomy & Physiology ACP (Full Year)
 Oceanography ACP
 Zoology ACP
 Independent Study

Science can inform, enrich, and even save our lives. We believe that science is a lifelong endeavor. The science faculty is dedicated to offering a program of science education that will prepare the student for a life of inquiry.

A core curriculum of Science and Engineering, Earth Science, Biology, Chemistry and Physics has a strong laboratory component. Each core course, or discipline, provides a distinct manner of analyzing natural phenomena. Through their studies in science, students build the tools that scientists use to explain the world around us.

Our curriculum meets the Massachusetts State Frameworks for science and prepares students to take the Science MCAS exam required for graduation. As of the 2021-2022 school year, all 9th grade students will take Biology as their first high school science course. The Biology course prepares students to pass the state science graduation requirement through the MCAS Biology exam at the end of the school year. Students only need to take one of the science MCAS exams during their high school tenure.

The core disciplines are supplemented by Advanced Placement courses and elective courses in which students can pursue more concentrated studies in a particular area of interest. AP courses provide students with their first experience of a rigorous college course in science. The electives enhance and enrich the experience of the study of science and encourage students to pursue careers in science.

The students of Framingham High School have a science program that will start them on a path of discovery that will serve them as responsible citizens of the world.

Science Course Sequence Options

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|--|---|--|
| Biology H Biology ACP Biology CP | Biology H Biology ACP Biology CP Chemistry H Chemistry ACP Chemistry CP | Chemistry H Chemistry ACP Chemistry CP Earth H Earth ACP Engineering by Design H Physics H Physics ACP AP Biology AP Chemistry AP Environmental AP Physics C Science Elective Courses | Earth H Earth ACP Engineering by Design H Physics H Physics ACP P Biology AP Chemistry AP Environmental AP Physics C Science Elective Courses |

SCIENCE

Course Descriptions

303 Biology H

1 credit

This course is a comprehensive and challenging introduction to biological science, with a strong molecular emphasis. Topics include basic biochemistry, cell structure and function, DNA structure and function, genetics, evolution, and a survey of life. Comprehensive laboratory investigations teach important biological techniques, analytical skills, and reinforce major concepts. Some dissections are included. Strong note taking, study, and writing skills are recommended. Prerequisite: Students should have successfully completed Algebra I. (Full year course, open to grades 9, 10)

304 Biology ACP

1 credit

This course is a comprehensive introduction to the study of life. Students will learn through both classroom and laboratory interactions that introduce and investigate the major concepts of biology. Specific topics include evolution, cell structure and function, biochemistry, genetics, photosynthesis and cellular respiration, human biology and ecology. The curriculum stresses a molecular-based approach, with the focus on the major concepts. The lab activities include dissections. (Full year course, open to grades 9,10,11,12)

305 Biology CP

1 credit

This course covers the major concepts of biology including cell structure and function, key biological processes, genetics, human biology, evolution and ecology. This course covers the same general topics as the ACP course but it abbreviates some content in order to allow extra time for the development of critical thinking and study skills. All salient topics of biology are covered with a combination of classroom and laboratory interactions and activities. Dissections are included. Enrollment is by department head approval only. (Full year course, open to grades 10,11,12)

312 Earth Systems ACP

1 credit

This course explores how energy and matter are cycled through the earth's dynamic environments. Through computer and physical modeling and laboratory experiments, students examine how physical processes and human interactions have sculpted our planet. Students study and apply the major principles Geology, Environmental Science, Oceanography, Meteorology and Astronomy to model and analyze our ever-changing world. Students in this course build the skills to analyze complex information in a variety of ways that will serve them across disciplines and throughout their high school career. Students entering ACP Earth Systems Science must have well-developed laboratory, graphing and math skills. (Full year course, open to grades 11 & 12)

323 Chemistry H

1 credit

Welcome to the study of matter. This course is a comprehensive introduction to chemistry, including a rigorous treatment of chemical reactions, stoichiometry, kinetic theory, phases of matter, atomic structure and bonding, thermochemistry, kinetics, equilibrium, and oxidation-reduction reactions. This laboratory-centered program will emphasize understanding of ideas and concepts through data analysis. Prerequisite: Students should have superior math skills. Students should have successfully completed Algebra 1 at an Honors level; students should understand ratios, fractions, exponents, and solving for variables and they should be comfortable interpreting word problems. Students should enroll in Honors math at the same time. (Full year course, open to grades 10,11,12)

324 Chemistry ACP

1 credit

Chemistry is the quantitative study of matter, energy, and its interaction. This course is an overview of chemistry, including chemical reactions, stoichiometry, kinetic theory, phases of matter, atomic structure and bonding, thermochemistry, kinetics, and equilibrium. This laboratory-centered program will emphasize the interpretation of data to reinforce concepts and the development of quantitative thinking. Students should have a good foundation in algebra to be successful. Prerequisite: Students should have successfully completed Algebra 1 at an ACP level; students should understand ratios, fractions, exponents and solving for variables. Students should be enrolled in ACP math at the same time. (Full year course, open to grades 10,11,12)

325 Chemistry CP

1 credit

Living by Chemistry uses a hands-on approach to make connections between chemical concepts and social issues. This innovative curriculum developed by the University of California, Berkeley covers the state frameworks for chemistry, and places them in context through a variety of topics that include chemical changes, toxins, combustion, weather and smell. Students learn about chemical principles through the integrated laboratory component and analysis of experimental data. Students should have completed algebra 1 and should have and graphing skills. (Full year course, open to grades 10,11,12)

333 Physics H

1 credit

This course is a full year course that explores introductory topics in physics by using a problem solving approach.

This is a mathematically rigorous program requiring excellent algebra, trigonometry and graphing skills. Topics include mechanics, energy, and electricity. Students should be concurrently enrolled in Pre-Calculus. (Full year course, open to grades 10,11,12)

334 Physics ACP

1 credit

This course is a full year course that explores introductory topics in physics by using a problem solving approach. Students must have well-developed laboratory, graphing and math skills. Topics focus on Newtonian mechanics and energy. Students should have successfully completed at least two years of high school math to be successful and be co-enrolled in an ACP or higher level math course. (Full year course, open to grades 10,11,12)

585 Engineering By Design H

1 credit

This course is a full year course that brings together science, technology, mathematics and the arts through an engineering lens. Students will use the Engineering Design Process to solve a series of challenges. The Engineering Design Process asks students to identify a need, research the problem, develop possible solutions, select a promising solution, build a prototype, test, evaluate and redesign as needed. Possible projects include constructing a bridge, building a musical instrument, and other projects that combine both science and art. Students will gain exposure to industry-standard software and technologies. Prerequisite: Successful completion of Algebra 2 and Chemistry (75% or higher). (Full year course, open to grades 11, 12.)

Advanced Placement Courses:

The following courses are designed to offer an introductory college science experience and meet the requirements of the College Board. These courses are offered as the student's second high school exposure to the content, not as a preliminary course in the subject. In order to meet the recommended hours, students will be automatically scheduled into the appropriate AP lab period. This additional lab period meets two days per cycle for the full year. Thus, students meet all seven days of the school cycle over two periods, allowing them adequate time to complete the recommended labs and lecture material.

Enrolled students are expected to take the AP test in the spring. We are very proud of the great success our students have had on the AP test and in their subsequent college classes.

380 AP Biology with lab period

1.5 credits

This is a second-year, intensive biology course, for students interested in majoring in biology or another science at university. Students will study biological chemistry, cells, molecular and organismal genetics, evolution, ecology, and a survey of life on Earth. Labs incorporate chemistry concepts into the study of biology, such as stoichiometry, titration and gas laws, and focus on accurate results and quantitative analysis. Laboratory techniques include transformation and culturing of bacteria, PCR, electrophoresis, Western blotting, and spectrophotometry. Dissections are included. The course will be automatically scheduled with the appropriate AP lab period. Prerequisite: One full year of Biology and one full year of Chemistry. (Full year course, open to grades 11,12. Course will meet seven days a cycle.)

381 AP Chemistry with lab period

1.5 credits

This course is offered for those who wish to take a second more intensive course in chemistry. Topics include atomic structure and periodicity, chemical bonding, stoichiometry, states of matter, kinetics, equilibrium, thermodynamics and electrochemistry. This program will be of particular interest for those interested in any science or engineering career. The course will be automatically scheduled with the appropriate AP lab period. Prerequisite: One full year of high school chemistry. (Full year course, open to grades 11,12. Course will meet seven days a cycle.)

382 AP Environmental Science with lab period

1.5 credits

APES is a college level introductory course. This course requires students to take a rigorous scientific approach when examining models and practices associated with achieving sustainability in a dynamic world. Students will learn the role of societal, economic, and environmental factors in developing sustainable practices. Laboratory skills will focus on analysis of data to determine solutions to environmental problems. This course combines the realms of biology, earth science, chemistry and physics to help students come to understand the interrelationships between man and nature. The course will be automatically scheduled with the appropriate AP lab period. Prerequisite: One full year of high school earth science, biology, or chemistry. (Full year course, open to grades 11,12. Course will meet seven days a cycle.)

383 AP Physics with lab period

1.5 credits

This is a calculus-based course that serves as a second year of Physics and preparation for the Mechanics Advanced Placement Physics test (Physics C-Mechanics). Calculus is introduced as another tool for problem solving. This program will be of particular interest for those interested in any physical science or engineering career. The course will be automatically scheduled with the appropriate AP lab period. Prerequisite: One full year of high school physics. This course requires that AP Calculus BC is taken concurrently or is already completed. (Full year course, open to grades 11,12. Course will meet seven days a cycle.)

Science Elective Course Options:

The science elective courses are designed to supplement the fundamental science curriculum by building on core disciplinary knowledge from the full-year science course offerings. Students taking science elective courses should have already demonstrated competence in at least two science disciplines. *The successful completion of two full year lab courses is a minimum prerequisite for all science elective courses. The elective cannot run concurrent to the second core disciplinary course.*

306 Exercise Physiology ACP .5 credit

This class explores the human body's physiological responses to varied levels of exercise; from mild workouts to vigorous exercise leading to chronic fatigue. Through class lecture, discussion and laboratory experiments, students will gain an understanding of body performance during exercise. Study of the muscular system and physical exertion will be based upon the molecular events during physical stress including strength training, aerobic training and the involvement of physics in body movements. Labs will take place in both science labs and the Wellness Center, including study of the cardiovascular, muscular and respiratory responses during exercise. A strong background in first year Biology is recommended. Since it is offered in conjunction with the Physical Education Department, this course can be taken as an elective for Science Department credit or for Physical Education Department credit. (One semester course, open to grades 11, 12)

343 Environmental Science ACP .5 credit

This course focuses attention on how we define the environment, which fields of study collaborate under the umbrella of environmental science, and what are some of the environmental dilemmas that humans face. Students will learn the challenges humanity faces in dealing with environmental issues, with sustainability, and with the characteristics of a sustainable ecosystem. We will discuss how urban expansion has impacted our wildlife, water supplies and atmosphere and will investigate the issues in modular form by scientific data gathering and analysis. Topics include ecosystems, nutrient cycling, local water quality, the carbon cycle, climate change, renewable energy, sustainable cities, and environmental justice. (One semester course, open to grades 11,12)

345 Animal Behavior ACP .5 credit

Students will investigate animal behavior and the interaction of animals with their environment. Animals in the wild and in the laboratory will be studied. Animal rights and animal activism will be studied through videos, images, internet resources and actual scientific research studies. A class project will be required. (One semester course, open to grades 11,12)

346 Oceanography ACP .5 credit

This is an activity-oriented program with field investigations including a tide pool and beach study. Biological, chemical and physical characteristics of the shores and ocean will be studied. New technologies are discussed and utilized by the students. Study of organisms in the laboratory is included. Students will also perform comprehensive seawater testing. (One semester course, open to grades 11,12)

349 Astronomy ACP .5 credit

Astronomy will delve into the mysteries of the Universe - how large is it, how old it is, how it began and how it might end. We will cover the celestial motions of the Earth, Moon, Sun, and planets; the nature of light and technologies used to make astronomical observations; planets and moons; stars and stellar evolution; galaxies and cosmology. Based on time and student interest, we may cover topics such as special and general relativity, black holes, and extraterrestrial life. (One semester course, open to grades 11,12)

350 Zoology ACP .5 credit

Primarily a laboratory dissection course, Vertebrate Zoology offers the student an opportunity to investigate the structure of a variety of organisms. Students will observe the sequential development, function and evolutionary relationships existing among animals. Dissections will include the lamprey eel, necturus, pigeon and snake. (One semester course, open to grades 11,12)

354 Human Anatomy & Physiology ACP 1 credit

Human Anatomy and Physiology is a full year lab course exploring all 11 systems of the human body. Anatomical structures (anatomy) and their corresponding function (physiology) are learned using a diagnostic patient case study based approach. Students will learn anatomy and physiology through both the patient and doctor perspectives. Labs involving patient data collection, data analysis, and dissection are completed throughout the year. Hands-on learning experiences, alternative assessments, disease research papers, visual slide show assignments and team case studies are used to determine student understanding. A strong background in biology is recommended and students should have successfully completed chemistry. (Full year course open to grades 11 & 12)

356 Forensic Science ACP .5 credit

Forensic science is the application and connection of science to the United States legal system. This course takes you from the crime scene to the courtroom, revealing the techniques that professionals use to identify and collect evidence, analyze it, and apply the results in an investigation. Forensics is a complex mixture of planning, problem solving, practical application, and communication. In this course you will apply your prior scientific background to

legal investigations by performing labs and presenting your findings to the class. This is a lab and project based course that is best suited to an independent worker. Group work and presentations are a mandatory component of the course syllabus. As you sharpen your analytical skills, you will learn what is really behind Crime Scene Investigations. Prerequisites: Successful completion of both Biology and Chemistry. (One semester course, open to grades 11, 12)

348 Introduction to Biotechnology ACP

.5 credit

Biotechnology introduces students to the fundamental scientific principles of biotechnology and bioethics as a creative scientific and technical endeavor that crosses STEAM disciplines. Students learn about the field of biotechnology and gain a deeper understanding of the biological concepts used. The objectives covered in this course are both academic and technical in nature. As students perform laboratory experiments, they mirror what scientists and technicians are doing in commercial and academic laboratories. Prerequisite: Completion of high school Biology. (One semester course, open to grades 10, 11,12)

SPECIAL EDUCATION

Sheryl Stacey, Department Chair

Course Offerings

Applied English I
 Applied English II
 Applied American Literature
 Applied World Literature
 Applied Algebra I
 Applied Geometry
 Applied Algebra II
 Applied Consumer Math
 Applied Modern World History
 Applied US History I
 Applied US History II
 Applied Biology I
 Applied Biology II

Academic Skills and Support
 Pathways to Careers
 Application Navigation
 Life Skills Readiness
 Literacy and Reading

Phoenix English 9*
 Phoenix English 10*
 Phoenix English 11-12*
 Phoenix Algebra I *

Phoenix Geometry*
 Phoenix Algebra II*
 Phoenix Modern World History*
 Phoenix US History Survey*
 Phoenix Biology I*
 Phoenix Biology II *
 Phoenix Health*
 Phoenix Seminar*
 Phoenix Film Study*
 Phoenix Human Diseases*
 The 1960's Through Music*
 Modern Art*
 History of Graffiti*
 CSI Phoenix*
 Phoenix Career Development Program*

Functional Math **
 Functional Social Studies **
 Functional Science **
 Functional Life Skills **
 Functional Health **

*Phoenix Program only
 **Learning Center Program only

The Special Education Department provides specially designed instruction to meet the unique needs of students with disabilities. Students eligible for Special Education services have Individualized Educational Programs that include both Special Education and Regular Education courses. The primary goal of the department is to support and encourage maximum student involvement in regular education courses to the extent appropriate.

The Special Education Department and the Framingham High School community are committed to meeting the educational and emotional needs of students with learning challenges in the least restrictive environment. Each Framingham High School student with special needs is placed in accordance with the TEAM evaluation process. This process involves exploring and documenting all regular education alternatives prior to referral to Special Education.

Participation in the following Special Education courses is predicated upon recommendations made via the TEAM process and the receipt of a signed Individualized Educational Program accepting the course(s).

Course Sequence

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|--|--|---|
| Applied English I Applied Algebra I Applied Modern World History Applied Biology I STEM/Humanities Skills and Academic Support | Applied English II Applied Geometry Applied US History I Applied Biology II STEM/Humanities Skills and Academic Support | Applied American Literature Applied Algebra II Applied US History II STEM/Humanities Skills and Academic Support Pathways to Careers | Applied World Literature Applied Consumer Math STEM/Humanities Skills and Academic Support Application Navigation Life Skills Readiness |

SPECIAL EDUCATION Course Descriptions

715 Applied Algebra I

1 credit

This full year course is for freshman and/or students entering special education, who require assistance with basic math skills. This class will include solving equations, order of operations, basic math, graphing and an introduction to systems, statistics, and MCAS preparation. This class covers the majority of the Algebra I course curriculum. (Full year course, open to grades 9, TEAM recommendation required)

767 Applied Geometry

1 credit

This course is for students who have already taken Applied Algebra 1. Students will study concepts within the following topics: coordinate geometry, parallel/perpendicular lines, triangle relationships, quadrilaterals, polygons, congruence transformations, proportions and similarity, area and perimeter, and surface area and volume. The course includes real-world applications of these topics and preparation for the math MCAS test. (Full year course open to grades 10, 11, 12, TEAM recommendation required)

768 Applied Algebra II

1 credit

This course is for students who have already taken Applied Algebra 1 and Applied Geometry. Students will study a variety of function types in depth, with a primary focus on learning to convert between their graphs and equations. Functions studied include: linear, quadratic, polynomial, radical, and exponential. In addition, the Applied Algebra 2 curriculum includes topics such as solving systems of equations, factoring polynomials, and operating on polynomials. (Full year course open to grade 11, 12, TEAM recommendation required)

946 Applied Consumer Math

1 credit

The course focuses on the practical math skills students need in the real world and demonstrates the relevance of math in their daily lives. Topics include: earning money, buying food, shopping for clothes, budgeting, buying and maintaining a car, gross vs. net income, banking and savings, paying taxes, career exploration and preparation, and decimal, percent, and fraction conversion. (Full year course open to grade 12, TEAM recommendation required)

701 Applied English I

1 credit

This course provides specialized instruction in reading for comprehension and vocabulary development, as well as developing reading skills in a variety of literary genres, including the play, poetry, and the short story. Writing assignments will focus on the development of clear, concise sentences, paragraphs, and essays. This course utilizes multimedia resources to supplement diverse learning styles. Applied English mirrors the English I curriculum. (Full year course, open to grade 9, TEAM recommendation required)

726 Applied English II

1 credit

This course is for upper classmen who have already taken Applied English I. This course encourages students to consider different genres of literature and its relationship to society and themselves. Students will analyze and interpret literature through discussion as well as expository writing. Applied English II mirrors the English II curriculum. (Full year course, open to grade 10, TEAM recommendation required)

900 Applied American Literature

1 credit

This course is for upper classmen who have already taken Applied English I and II. This course encouraged students to consider different genres of American literature and its relationships to society and themselves. Students will analyze and interpret literature through discussion as well as expository writing. Applied American Literature mirrors the American Literature curriculum. (Full year course, open to grade 11, 12, TEAM recommendation required). This course is offered alternating years.

903 Applied World Literature

1 credit

This course is for upper classmen who have already taken Applied English I and II. This course encourages students to consider different genres of literature from around the world and its relationship to society and themselves. Students will analyze and interpret literature through discussion as well as expository writing. Applied World Literature mirrors the World Literature curriculum. (Full year course, open to grade 11, 12, TEAM recommendation required). This course is offered alternating years.

717 Applied Modern World History

1 credit

Starting c. 1800, students will interpret and analyze the impact of significant world events. The course revisits revolutions in Europe and the Americas and ends with a study of world affairs today. Study will include units on the Enlightenment, Industrialization, Imperialism, Totalitarianism, and the Cold War. This course mirrors the curriculum of the Modern World course and is modified to meet the needs of students with special needs. (Full year course, open to grade 9, TEAM recommendation required)

705 Applied United States History I**1 credit**

This course represents a social, political and economic survey of America beginning before the arrival of Columbus and continuing to 1877. Units of study include sectionalism, westward expansion, urban development and the formation of the democratic system. This course mirrors the curriculum of the US History I CP course and is modified to meet the needs of students with special needs. (Full year course, open to grade 10, TEAM recommendation required)

734 Applied United States History II**1 credit**

This course covers the time period from 1877 to present-day. Changes in social, political, and economic issues and policies are highlighted as the United States moved from a farming society in the 1800's to an industrial society and a world leader into the 20th century. As we explore a variety of historical places, people, and events, we will continually make connections to our nation today. In-depth treatment of pivotal events will include, but are not limited to, Industrialization, Immigration, the New Deal, Cold War, Civil Rights Movement, Détente, and the Gulf War. Students are encouraged to share views on national events, both past and present, through class discussion, projects, activities, and writing. This class will offer a variety of instructional techniques to accommodate different learning styles in order to increase understanding of the course material. (Full year course, open to grade 11, TEAM recommendation required)

728 Applied Biology I**1 credit**

This course covers the major concepts of biology including cell structure and function, key biological processes, and genetics. The course content and detail mirrors the CP Biology curriculum and is modified to meet the needs of students with special needs. All salient topics of biology are covered with a combination of classroom and laboratory interactions and activities. (Full year course, open to grade 9, 10, TEAM recommendation required)

744 Applied Biology II**1 credit**

This course is a continuation of Applied Biology Part 1. This course covers the major concepts of biology including human biology, evolution and ecology. At the end of this course, students will be taking the Biology MCAS. The course content and detail mirrors the CP Biology curriculum and is modified to meet the needs of students with special needs. (Full year course, open to grade 10, TEAM recommendation required)

716 Literacy and Reading**1 credit**

This course is for students who are motivated to improve their reading and vocabulary skills through intensive small group instruction. Students will work individually and in small groups on a variety of skills designed to assist them in improving their reading comprehension and written expression. (Full Year course, open to grades 9, 10, 11, and 12; TEAM recommendation required)

707 STEM Skills and Academic Support/708 Humanities Skills and Academic Support**.25 / .5 credit**

This semester course is offered to special education students that require academic support per their IEP. Each student will work on the academic goals outlined in their IEP and the curriculum will be individualized to meet each student's needs. Students will have the opportunity to work on missed assignments and assessments, access the writing center, and receive support in areas of need. Teachers and students will conference about current progress in their classes, areas for improvement, and strategies for successful progress. All students will be required to use a student planning system via academic planners or online application. Students may take this course multiple years, both semesters, either 2 or 4 times per cycle. (Open to grades 9, 10, 11, 12, TEAM recommendation required, scheduling varies and depends on the needs of the student).

708 Pathways to Careers**.25 credit**

A transition course for second semester juniors to explore careers and interests for post-secondary planning, learn and develop job readiness skills, resume writing, searching and applying for jobs/internships, interviewing skills, and accessing transportation. Students will research training and education requirements for careers and potential programs in order to pursue their interests. (Semester 2 course, open to grade 11, TEAM recommendation required, meets twice a cycle)

904 Application Navigation**.25 credit**

A transition course for first semester seniors who are applying to four-year college or post-graduation programs that requires an application for admittance. Students will research schools and programs, write required essays, review the application process, learn about financial resources, and how to navigate student support services after high school. (Semester 1 course, open to grade 12, TEAM recommendation required, meets twice a cycle)

733 Life Skills Readiness

A transition course for first semester seniors who are entering the workforce, pursuing a career in a trade or in the military, taking a gap year, or enrolling in a community college. Development and applications of life skills for post-graduation independence will include budgeting and banking, gross vs. net income and taxes, buying and maintaining a car, accessing public transportation, accessing community resources, finding and managing housing, and other life skills. (Semester 1

course, open to grade 12 students who are not enrolled in Application Navigation, TEAM recommendation required, meets twice a cycle)

Phoenix Program

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|---|---|---|
| Phoenix English 9 Phoenix Algebra I Phoenix World History Phoenix Biology I Phoenix Seminar Phoenix Health Phoenix Film Study Phoenix Human Diseases The 1960's Through Music Phoenix Modern Art History of Graffiti | Phoenix English 10 Phoenix Geometry Phoenix US History Survey Phoenix Biology II Phoenix Film Study Phoenix Human Diseases The 1960's Through Music Phoenix Modern Art | Phoenix English 11-12 Phoenix Algebra II Phoenix US History Survey Phoenix Film Study Phoenix Human Diseases Phoenix Food Science The 1960's Through Music Phoenix Modern Art Phoenix Forensics | Phoenix English 11-12 Phoenix Film Study Phoenix Human Diseases Phoenix Food Science The 1960's Through Music Modern Art History of Graffiti Phoenix Forensics Phoenix Career Development |

The Phoenix Program

Course Descriptions

Andrew Benedetti, Program Director

724 Phoenix Algebra I

1 credit

This course provides specialized instruction for students with varied basic math skills. The course includes the study of the real number system, reasoning with equations and inequalities, building and interpreting functions, and linear relationships. (Full year course; only available to students in the Phoenix Program, TEAM recommendation required)

718 Phoenix Geometry

1 credit

This course includes the study of plane and spatial geometric figures. Algebraic applications and coordinate methods are included along with inductive and deductive reasoning. Topics include area, similarity, circles, regular polygons, geometric solids, as well as an introduction to trigonometry. (Full year course; only available to students in the Phoenix Program, open to grades 10, 11, 12, TEAM recommendation required)

700 Phoenix Algebra II

1 credit

This course provides specialized instruction with varied math skills focusing on function analysis. This course provides a more in depth study of linear functions, inequalities, quadratic functions, polynomials and exponential functions.. (Full year course; only available to students in Phoenix Program, open to grades 10, 11, 12, TEAM recommendation required)

711 Phoenix Modern World History

1 credit

This course is designed to allow students to analyze and interpret significant historical events and periods in world history. It will focus on certain areas including European, and American History. Students will be challenged to utilize their writing, interpreting, and analytical skills to foster complete understanding of the significance of historical events. (Full year course; only available to students in the Phoenix Program, open to grade 9, TEAM recommendation required)

704 Phoenix US History Survey

1 credit

This course covers the time period from Colonization to present-day. Changes in social, political, and economic issues and policies are highlighted as the United States moves from an agrarian society to an industrial society and a world leader into the 20th century. In-depth treatment of pivotal events will include, but are not limited to, Colonization, The Civil War, Reconstruction, Industrialization, Immigration, the New Deal, Cold War, Civil Rights Movement, Détente, and the Gulf War. (Full year course; only available to students in the Phoenix Program, open to grades 10-12 TEAM recommendation required)

727 Phoenix Biology I

1 credit

This course covers the major concepts of biology including chemical bonds, pH, organic molecules, enzymes, cell structure and function, cellular processes, DNA, cell division and protein synthesis. The course is designed so that it will be followed by Phoenix Biology II. (Full year course, only available to students in the Phoenix Program, open to grades 9, 10, 11, 12, TEAM recommendation required)

706 Phoenix Biology II

1 credit

This course reviews the content of Phoenix Biology I – biochemistry, cell structure and function, DNA, and cell division. In addition, the course covers the concepts of genetics, evolution, ecology and human systems. The course is designed to review previous Biology material in addition to new material in order to prepare students for the Biology MCAS. (Full year course, open to all grades, must have passed Phoenix Biology I or equivalent, TEAM recommendation required).

709 Phoenix English 9**1 credit**

This course provides specialized instruction in reading for comprehension and vocabulary development, as well as developing reading skills in a variety of literary genres. Writing assignments will focus on the development of clear, concise sentences, paragraphs, and essays. This course utilizes multimedia resources to supplement diverse learning styles. (Full year course, only available to students in the Phoenix Program, open to grade 9, TEAM recommendation required)

710 Phoenix English 10**1 credit**

This course provides specialized instruction in reading for comprehension and vocabulary development, as well as developing reading skills in a variety of literary genres. Writing assignments will focus on the development of clear, concise sentences, paragraphs, and essays. This course utilizes multimedia resources to supplement diverse learning styles. (Full year course, only available to students in the Phoenix Program, open to grade 10, TEAM recommendation required)

906 Phoenix English 11**1 credit**

This course is for upperclassmen who have already taken Phoenix English 9 and Phoenix English 10. This course encourages students to consider different genres of American and World literature and its relationship to society and themselves. Students will analyze and interpret literature through discussion as well as expository writing. (Full year course, only available to students in the Phoenix Program, open to grades 11, TEAM recommendation required)

742 Phoenix Film Study**1 credit**

This course involves the study of classic and award-winning films. Students critique both the artistic and technical merits of the films, and analyze how literary elements are present and used to tell the film's story. They will study the development of theme, plot, characterization, and setting in each production. The course will also require students to write analyses that voice their own opinions regarding the use of literary and film devices, and their effectiveness within the film. (Full year course, only available to seniors in the Phoenix Program, TEAM recommendation required)

949 Phoenix Seminar**.5 credit**

Phoenix Seminar is a life skills course that teaches students to use a set of basic coping skills that will enable them to: become more aware of thoughts and feelings; evaluate negative thoughts and feelings; decide between taking action and practicing deflection; deflect unwanted feelings; practice assertion; solve problems; speak effectively; listen well; empathize; and increase the ratio of positive to negative thoughts and interactions. After learning and honing these basic communication skills, the curriculum continues by teaching the students how to set and achieve goals, search and apply for jobs, build a resume, develop on-the-job skills, budgeting time and money effectively, and searching for independent housing. Students foster these skills in a variety of methods to help them become active participants within their community. The curriculum is designed to meet each student's individual needs and transition goals. (Semester course; only available to students in the Phoenix Program open to grades 10-12, TEAM recommendation required)

910 Phoenix Freshman Seminar**1 credit**

This full year course is offered to all grade nine students in the Phoenix Program. Students will be introduced to the supports in the program, explore interests, develop communication and coping skills, review their IEP focusing on individual needs. Students will also work on the development and/or improvement of various study skills and learning strategies. (Full year course; only available to students in the Phoenix Program TEAM recommendation required)

911 Phoenix Health**.5 credit**

This health course for the Phoenix Program will provide students with the knowledge and skills to make informed responsible decisions and assist them in leading healthy lifestyles. Instruction will consist of wellness, communication skill, nutrition, non-infectious and infectious diseases to include sexually transmitted infections and HIV/AIDS, and social and emotional health to include relationships, sex and family life education, violence prevention, sexual harassment and substance free lifestyles. The Phoenix Health course parallels the mainstream health curriculum with adaptations relative to the needs of the Phoenix program. (Semester course, only available to students in the Phoenix Program, TEAM recommendation required)

721 Phoenix Human Diseases**.5 credit**

This half year course will be offered to all Phoenix students. The course will explore a variety of human diseases and the immune system. Students will briefly review genetics, although background knowledge in genetics will not be required. This course will also cover the role of certain diseases in history. (Semester course, only available to students in the Phoenix Program, TEAM recommendation required)

723a Phoenix Food Science**.5 credit**

This half year course is intended to introduce students to the chemical nature of foods and the chemical and physical transformations that occur during the preparation and cooking of those foods. Some topics for this course are the senses of taste and smell, phase changes during cooking, gluten, temperature and organic compounds. (Semester course; only available to juniors and seniors in the Phoenix Program. Sophomores may take based on recommendation)

- 711a Songs that Defined History** **1.0 credit**
 This course will examine how music has played a role in how we respond and connect to historical events. We will analyze music and lyrics that were created and influenced by social, emotional and political issues. (Semester course, only available to students in the Phoenix Program, TEAM recommendation required)
- 719 The 1960s Through Music** **.5 credit**
 The 1960s were an amazing time in the United States. From the Black Panthers to The Vietnam War to The Beatles' first concert in the United States, our country transformed in many ways. By watching films, listening to music and reading about important events, students will learn about the social, economic and political changes during this time. (Semester course, only available to students in the Phoenix Program, TEAM recommendation required)
- 713 Phoenix History of Hip Hop** **.5 credit**
 Students will trace the roots of a genre of music based on the combination of jazz, soul and poetry. The course dissects its origins in African beats and social and political commentary. It also discusses other pillars of the expressive art form including break dancing, djig and graffiti. (Semester course, only available to students in the Phoenix Program, TEAM recommendation required)
- 723 Phoenix Forensics** **.5 credit**
 This class will analyze a criminal case and its investigation from beginning to end from the points of view of the defense team, prosecution, forensic specialists, victims, the accused and their families, while also learning about the United States Judicial System and how it operates. (Semester course; only available to students in the Phoenix Program, TEAM recommendation required)
- 712 Phoenix History of Graffiti** **.5 credit**
 This course will discuss the history of graffiti and how it affects our culture and society. Viewing examples from Ancient Roman times to today, students will design sketches, tags, throw-ups and stickers, based on various graffiti styles. (Semester course; only available to students in the Phoenix Program, TEAM recommendation required)
- 908 Phoenix Career Development Program** **1.5 credits**
 The Phoenix Career Development Program provides an opportunity for Phoenix students to continue their education and at the same time gain valuable work experience under school supervision. Phoenix students participating in the program carry four (4) academic subjects and are employed in the community during the remainder of the school day. A student can earn up to three (3) credits per year for successful participation in the program. Selection of Phoenix Career Development students is based upon the approval of parent, grade administrator, school counselors, Phoenix Director, and the Career Development Coordinator. A student must be sixteen (16) years of age in order to enter the program. Phoenix students in this program must fulfill the same graduation requirements as all other students and they're expected to maintain an acceptable academic average in order to remain in the program. Phoenix Program staff will meet with the student's employer at the end of each term to evaluate progress. Phoenix students will not receive credit if they do not fulfill their academic requirements or if they do not perform satisfactorily on the job. Poor school attendance or chronic tardiness will cause a student to lose Phoenix Career Development credit.
- 713b Phoenix Modern Art** **.5 credit**
 Students will learn about the political, social and economic events of the 20th Century and how they affected artists all over the world, including Picasso and Graffiti. Students will learn about different art movements and create their own interpretations. (Semester course; only available to students in the Phoenix Program, TEAM recommendation required)
- 743 Phoenix Physical Education** **.5 credit**
 This half year course is designed to give students the opportunity to learn a variety of sports and sports related movements. students will focus on the fundamental components and principles of fitness needed to perform an assortment of physical activities (Semester course, only available to students in the Phoenix Program, TEAM recommendation required)
- 714 Phoenix Environmental Civics** **1.0 credit**
 This full year course explores the interaction between human populations and the environment and how we as a society can use activism, legislation and international cooperation to foster healthier and more productive environments. Students will connect environmental concepts with different employment opportunities, explore the history of legislation that helped shape our current environments, and look at how policy can affect different industries and economic growth
- 950 Phoenix Self-Discovery** **.5 credit**
 During Phoenix counseling sessions, students will be given the opportunity to discuss issues related to their social, emotional and personal health. Students will be scheduled to meet once per cycle. The clinicians will provide therapeutic support by means of individual processing, CBT, direction for building coping strategies, substance use education, education on healthy relationships, effective communication, and critical thinking.
 Students will be supported in developing problem solving and conflict resolution strategies to help foster healthy peer and adult relationships in and out of school. As needed, mediation with staff and peers can occur to support the skills learned in sessions. The sessions will provide .5 credits a semester for students who effectively use the meeting time.

New Courses for 2021-2022 School Year

798a Phoenix Animal Behavior and Photography

.5 credit

In this course, students will look closely at the behavior of animals, especially of species that are native to our area, and use that knowledge to help compose digital photographs of animals in their natural habitat. Students will cover the basics of photography and photographic techniques to help capture animals in a series of projects designed to incorporate their knowledge of animal behavior. (Only available to students in the Phoenix program, TEAM recommendation required).

713c Phoenix Mythology

.5 credit

Students will explore the world of classical mythology by comparing the traditional myths and legends from Roman, Greek, Norse, and African traditions to the current day adaptations. Students will also be expected to explore some of the overarching themes and questions pertaining to human behavior as raised in many of these myths. (Only available to students in the Phoenix program, TEAM recommendation required).

742a Phoenix Science in Film

.5 credit

This half year course involves the study of classic science fiction movies and television shows. Students will analyze the scientific plausibility of the scenarios presented in the film/show. They will learn about the real life applications and determine the realistic versus exaggeration. (Only available to students in the Phoenix program, TEAM recommendation required).

The Learning Center Program

761 Functional Health

1 credit

Students in functional health follow a modified version of the health curriculum, focusing on the basic and essential skills. Students learn first aid, self-care, communication skills, relationship skills and boundaries and personal safety. (Full year, Learning Center Program only, TEAM recommendation required) This course is offered alternating years.

761 HHC-EL Functional Health, Home, and Community

1 credit

This course covers the basics of English grammar and the four language areas (Listening, Speaking, Reading, and Writing). The curriculum incorporates a modified health curriculum related to home, health, community, and essential life skills. Students learn communication skills, relationship skills and boundaries, self-care and personal safety. Students acquire academic and social language and healthy living skills that enable them to function safely and productively in school and the community. (Full year course, Learning Center Program only, Team recommendation required)

762 or 762EL Functional Math

1 credit

This is a life skills based math course that covers the following topics: writing checks, balancing a checkbook, banking and ATM skills. Students also work on time management skills and grocery store math such as shopping budgets and appropriate pricing of items. Other topics addressed include pricing of items, money management, telling time, basic measurement skills, and cookbook math. Also in functional Math, students and staff work on reviewing and mastering the inclusion math curriculum. (Full year course, Learning Center Programs only, TEAM recommendation required)

763 Functional Social Studies

1 credit

The course focuses on teaching social studies concepts, centering on map reading and basic geography. Students also work on their reading comprehension and writing skills through current events articles, news videos online along with practical application of map reading skills by interpreting weather and road maps. (Full year course, Learning Center Program only, TEAM recommendation required)

763EL EL Functional History

1 credit

This full-year course covers modified social studies and history curriculum, including geography, world history, American history, and political science. Students develop their vocabulary, reading comprehension, writing, and critical thinking skills through readings, discussions, and research. (Full year course, Learning Center Program only, TEAM recommendation required)

764 Functional Life Skills

1 credit

This course is a mixture of social skills training, role-playing, and life skills lessons including real world reading and writing practice. Work is done on reading signs, schedules and other functional information, and then using that information appropriately. Other topics currently being worked on include nutrition, reading non-verbal signals, making responsible choices and internet/email usage. Students also begin working on vocational training by learning and completing various jobs within the school such as in the PTOB store, photocopying and inventory. (Full year course, Learning Center Program only, TEAM recommendation required)

912 Functional Science

1 credit

This course focuses on teaching basic topics in Science that involve real life applications. Topics such as cell structure and function, key biological processes, genetics, human biology, evolution, ecology and earth systems will be covered. The course content and detail are appropriately paced. (Full year course, Learning Center Program only, TEAM recommendation required)

912EL EL Functional Science

1 credit

This full-year course covers modified science curriculum that involve real life applications. Students will develop their scientific vocabulary and conceptual understanding of a variety of topics within the fields of life science and physical science such as biology, ecology, genetics, earth science, physics, and chemistry. (Full year course, Learning Center Program only, TEAM recommendation required)

944 or 944EL Functional English

1 credit

This full year course provides specialized instruction in writing and reading for comprehension and vocabulary development, as well as developing reading skills in a variety of literary genres. Writing assignments will focus on the development of clear, concise sentences, paragraphs, and essays. (Full year course, Learning Center Program only, TEAM recommendation required)

Technology Education / Engineering Department

Peter Erbland, Department Chair

Career and Technical Pathways:

Design and Visual

Communications: Photography Specialty

Digital Photography 1
Digital Photography 2
Digital Photography 3
Photography 1 (Fine Arts)
Photography 2 (Fine Arts)

Computer-Based Design Specialty

Digital Graphics 1
Digital Graphics 2
Digital Graphics 3
Marketing 1

Drafting

Architectural Design 1
Architectural Design 2
Engineering Drawing & Design 1
Engineering Drawing & Design 2

E ngineering

Technology: E lectronics Specialty

Electronics 1
Electronics 2
Robotics
AP Computer Science Principles

Woodworking Specialty

Wood Manufacturing 1
Wood Manufacturing 2

Graphic Communications

Marketing 1

Programming and Web Development

Computer Gaming 1
Computer Gaming 2
Web Design/HTML
AP Computer Science Principles
C++ Honors and ACP (Math)
AP Computer Science (Math)

Radio and TV Broadcasting

Video Production 1
Video Production 2
Video Production 3
Video Production 4
Marketing 1
Video Production Internship

The Technology Education/Engineering Department at Framingham High School is a comprehensive program involving the study of media and communications, computer systems, and engineering technology. There are numerous courses offered in the program that are primarily activity-based and provide an emphasis on the engineering design process. The practical use of current, industry standard software, computers and peripherals, tools and materials engage students in order to help them better understand the technical world. Students are encouraged and challenged to apply critical and creative problem solving skills in developing solutions.

Technology/Engineering program also provides options to meet the “practical arts” expectation for Framingham graduation

Secondary-Post-Secondary Linkage

The ACP designation in the Technology/Engineering program indicates that the course has an articulation agreement with a post-secondary institution where the course has been aligned with the college’s expectations. Participants who meet specific criteria can receive college credit when attending the articulated program at the college specified.

Technology Education/Engineering Course Sequence

| CAREER PATH | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|---|--|---|--|
| Drafting *These courses are potentially articulated with post-secondary schools for potential college credit | Eng Drawing and Design 1 ACP* Eng Drawing and Design 2 ACP* | Eng Drawing and Design 1 ACP* Eng Drawing and Design 2 ACP* Arch Design 1 ACP* Arch Design 2 ACP* | Eng Drawing and Design 1 ACP* Eng Drawing and Design 2 ACP* Arch Design 1 ACP* Arch Design 2 ACP* | Eng Drawing and Design 1 ACP* Eng Drawing and Design 2 ACP* Arch Design 1 ACP* Arch Design 2 ACP* |
| | Design and Visual Communication Digital Photo 1 ACP* Digital Graphics 1 ACP* *Secondary to Post –Secondary Linkages | Digital Photo 1 ACP* Digital Photo 2 ACP* Digital Photo 3 ACP Digital Graphics 1 ACP* Digital Graphics 2 ACP* Digital Graphics 3 ACP Marketing 1 | Digital Photo 1 ACP* Digital Photo 2 ACP* Digital Photo 3 ACP Digital Photo 1 ACP* Digital Photo 2 ACP* Digital Photo 3 ACP Marketing 1 | Digital Graphics 1 ACP* Digital Graphics 2 ACP* Digital Graphics 3 ACP Digital Photo 1 ACP* Digital Photo 2 ACP* Digital Photo 3 ACP Marketing 1 |
| Engineering/Technology *Secondary to Post-Secondary Linkage | Electronics ACP* Robotics 1 ACP | Electronics 1 ACP* Electronics 2 ACP* Robotics 1 ACP Wood Manufacture 1 Wood Manufacture 2 | Electronics ACP* Electronics 2 ACP* Robotics 1 ACP Wood Manufacture 1 Wood Manufacture 2 Construction Management Ind. Study/TA | Electronics ACP* Electronics 2 ACP* Robotics 1 ACP Wood Manufacture 1 Wood Manufacture 2 Construction Management Ind. Study/TA |
| Programming and Web Development *Secondary to Post-Secondary Linkage | Computer Gaming 1 Computer Gaming 2 Web Design ACP* | Computer Gaming 1 Computer Gaming 2 Web Design ACP* AP Computer Science Principles* | Computer Gaming 1 Computer Gaming 2 Web Design ACP* AP Computer Science Principles* | Computer Gaming 1 Computer Gaming 2 Web Design ACP* AP Computer Science Principles* |
| | Television Broadcasting *Secondary to Post-Secondary Linkage | Video Production 1 ACP* Video Production 2 ACP* | Video Production 1 ACP* Video Production 2 ACP* Video Production 3 H* | Video Production 1 ACP* Video Production 2 ACP* Video Production 3 H* Video Production 4 H* Video Production Internship |

TECHNOLOGY EDUCATION/ENGINEERING

Course Descriptions

The following courses are listed by cluster or pathways. This determination represents the career plan policy suggested by Career and Technical Education. Unless otherwise specified, all courses meet the Practical Arts requirement.

Design and Visual Communications

544 Digital Graphics 1 ACP

.5 credit

This course explores the creation of illustrations on the computer, including comic books, cartoons, and characters found in video games. Digital Graphics focuses on the use of Adobe Illustrator and Mac Computers to create original graphics. Students explore career options and look at what animators, illustrators, video game concept creators and graphic designers are currently doing in the field. No experience necessary. This course meets either the Practical or the Fine Arts requirement. (Semester Course; Grades 9, 10, 11, 12)

558 Digital Graphics 2 ACP

.5 credit

This course builds on Digital Graphics 1 and explores several specific careers in computer graphics. Students will explore the careers of comic book artists, book cover artists, graphic designers and freelance illustrators. Students will utilize different output mediums such as paper, glass and t-shirts to display their work. This course meets either the Practical Arts requirement or the Fine Arts requirement. (Semester Course: Grades 10, 11, 12) Prerequisite: Digital Graphics 1

566 Digital Graphics 3 ACP

.5 credit

This course continues to build on Digital Graphics 1 & 2 using Adobe Animate to create animation shorts for display. Students will expand their knowledge of animation by dissecting award winning animation while using tools and techniques to produce unique short stories to be viewed by the public. This course meets the Practical Arts requirement. (Semester Course: Grades 10, 11, 12) Prerequisite: Digital Graphics 2

539 Digital Photography 1 ACP

.5 credit

This course explores the use of technology in the "digital darkroom." Students will learn how digital cameras, scanners and printers operate and are used to process digital images. Adobe Photoshop will be used to edit, manipulate, and create images. Concepts will include computer systems and technology, pixel resolution, file formats, saving and storing images, composition, and tool skills to produce creative digital images. The Internet will be used as a resource. This course meets either the Practical or the Fine Arts requirement. (Semester Course; Grades 9, 10, 11, 12)

577 Digital Photography 2 ACP

.5 credit

This course continues the use of Adobe Photoshop, but the majority of the course is learning to use Digital Single Lens Reflex (DSLR) cameras. Students will experiment with different techniques, including Painting with light, Water balloon popping, Fisheye, Macro, Water drop, HDR, Laser cut and 3D Cell Phone Box. This course meets the Practical Arts requirement. (Semester Course; Grades 10, 11, 12) Prerequisite: Digital Photography 1.

578 Digital Photography 3 ACP

.5 credit

This course continues to develop advanced procedures available in Adobe Photoshop. Subjects include Advanced Compositing, Post Processing Techniques for landscape photography, using plug-ins, working with models, creating Smart Objects, and Adobe Lightroom. This course meets the Practical Arts requirement. (Semester Course; Grades 10, 11, 12) Prerequisite: Digital Photo 2.

508 Marketing I ACP

.5 credit

This course will explore print, digital and video based fundamentals in the world of advertising. Students will be introduced to the psychology behind current marketing techniques and how this impacts consumer habits. Students will be introduced to the collaborative model used in current marketing firms. They will also grapple with ethical dilemmas currently faced in marketing and look at the evolving landscape of advertising. Students will demonstrate this knowledge through Framingham High School's anti-bully initiative *Erase the Hate*, a completely student run marketing campaign. This course meets the Practical Arts requirement. (Semester Course; Grades 10, 11, 12)

Drafting

551 Architectural Design 1 ACP

.5 credit

This course is designed to give the student a basic knowledge of architectural structures using Autodesk Revit. It includes the criteria for site selection, elevations, details, specifications, methods of construction, and pictorial representations. Students should be familiar with basic drafting tools. The course will focus on residential structures, culminating in the design of a "dream" house. This course meets either the Practical or the Fine Arts requirement. Recommended Prerequisite: Engineering Drawing and Design (Semester Course: Grades 10, 11, 12)

552 Architectural Design 2 ACP**.5 credit**

This course investigates all levels of architectural design including urban planning, landscape design, structural design, and architectural methodology. Students will become familiar with public and private code requirements, construction methods and advanced rendering techniques. Historical architectural solutions will also be studied. This course meets either the Practical or the Fine Arts requirement. Prerequisite: Architectural Design (Semester Course; Grades 10, 11,12)

560 Engineering Drawing and Design 1 ACP**.5 credit**

Engineering Drawing is one of the best choices to communicate and present designs in the engineering design process. It is the universal language of technology. Students will learn 2-dimensional and 3-dimensional visualization skills that will assist them with the study of geometry and the planning process in technology education. Basic drafting techniques are taught along with an introduction to Computer-Aided Design (CAD) using computer software. This course meets the Practical Arts requirement. (Semester Course; Grades 9, 10, 11, 12)

561 Engineering Drawing and Design 2 ACP**.5 credit**

This computer-based drawing course investigates and utilizes the sophisticated tools found in Computer-Aided Design (CAD). More complex assignments will be emphasized with accepted design standards. Three-dimensional modeling and computer animation will be added for presentations. This course meets the Practical Arts requirement. Prerequisite: Engineering Drawing and Design 1 (Semester Course; Grades 9, 10, 11, 12)

Programming and Web Development**568 Computer Gaming 1 ACP****.5 credit**

In this course students learn how to design and create video games. This course introduces students to the key concepts of game development using Game Maker software. Learn to create various genre (i.e. platform, maze, arcade, strategy) single player games using Game Maker. You will also learn programming debugging practices. This course meets the Practical Arts requirement. (Semester Course; Grades 9, 10, 11, 12)

574 Computer Gaming 2 ACP**.5 credit**

This course expands on topics learned in Computer Gaming 1. Students will learn to use Game Maker's scripting programming language to create professional level games that are more challenging to the player with better graphics. Students will design and create their own game. (Semester Course; Grades 10, 11, 12) This course meets the Practical Arts requirement. Prerequisite: Computer Gaming 1

531 Web Design/HTML ACP**.5 credit**

Make your own web sites! Students will learn how to create web pages, search for and use on-line information, access files from the Internet, and incorporate design theory. Students will explore the historical development and the role of the World Wide Web in today's society. Students will also gain a broad understanding of the HTML and CSS computer languages. This course meets the Practical Arts requirement. (Semester Course; 9, 10, 11, 12)

522 AP Computer Science Principles**1 credit**

This course introduces you to the essential ideas of computer science and helps you understand how computing and technology can influence the world around you. As part of this course, you will be exposed to a broad range of computing tools and skills while creatively addressing real-world issues and concerns. You will conceive and implement digital projects, utilizing some of the same processes that writers, programmers, engineers, designers, and other creators use to bring their ideas to life. This course also includes problem solving, working with data, and understanding the structure of the Internet and how it works. This course meets the Practical Arts requirement Requirements: Successful completion of Algebra I. (Full year course; Grades 10, 11 and 12)

Engineering Technology**567 Electronics 1 ACP****.5 credit**

This course is an introduction to basic electricity theory and electronics. Students will learn how to identify, use and test common DC, AC and analog electronic components using hands-on experiments. Students will also build and study various common electronic circuits using the above components. Electronic projects will be constructed using breadboards and Printed Circuit boards utilizing soldering equipment. This course meets the Practical Arts requirement. (Semester Course; 9, 10, 11, 12)

534 Electronics 2 ACP**.5 credit**

This course expands on topics learned in Electronics. Students will investigate advanced principles of electronics including microprocessors, sensors, and digital circuitry. Students will design and construct an advanced robotic system and learn how to use test equipment for the troubleshooting and repair of the systems. Students will design a robot to meet specific criteria. This course meets the Practical Arts requirement . Prerequisite: Electronics 1 (Semester Course; 10, 11, 12)

556 Robotics 1 ACP **.5 credit**

This course is an introduction to robotics with a focus on building, programming and problem solving strategies. You will build and program a robot using the VEX robotics system to meet different challenges. You will work hands-on in teams to build, program and document your progress. There will also be a focus on the usage of robotics in automation and manufacturing. This course meets either the Practical or the Fine Arts requirement. (Semester course, open to grades 9, 10, 11, 12)

570 Wood Manufacturing 1 **.5 credit**

This introduction to manufacturing is devoted to the design, development, and marketing of a wood product that can be mass produced involving all the woodworking and engineering techniques in production and management. Emphasis is placed on environmental, social, and economic implications of the manufactured item. Hands-on activities using tools and machines will be a priority. This course meets the Practical Arts requirement. (Semester Course; Grades 10, 11, 12)

576 Wood Manufacturing 2 **.5 credit**

This advanced woodworking and design course is devoted to the advanced processes, materials, and tools used in the creation of products made from wood. Students will be able to utilize woodworking tools and machines in order to produce a 56 work-piece of their own design. Students must show proficiency and the safe use of tools in the shop while also being able to apply their use to a student-derived design. This course meets the Practical Arts requirement. (Semester Course; Grades 10, 11, 12) Prerequisite: 570 Wood Manufacturing 1

598 Construction Technology – Carpentry **1 Credit**

This course is designed for students interested in employment in the building trades. Topics include workplace safety, layout, cutting, joining and shaping as you build different projects. Graduates of the program will have the skills to perform the duties of an entry-level carpenter's helper and will have the opportunity to obtain internships with local builders This course meets the Practical Arts requirement. (Full Year Course; Grades 11, 12)

Video Broadcasting

549 Video Production 1 ACP **.5 credit**

This course trains students to utilize cameras and equipment to develop productions for broadcast on the Framingham Education Channel and its website. Lessons include projects and productions ranging from In-Camera / Autobiographical Videos, to In-studio commercials and Point of View videos. Students are introduced to video editing on Adobe Premiere, the business of television, and institutional basics. Each student must produce 5 sporting or other event for broadcast per semester. Freshmen are only accepted into the program per referral. This course meets either the Practical or the Fine Arts requirement. (Semester Course; Grades 10, 11, 12)

550 Video Production 2 ACP **.5 credit**

Television Production 2 continues with emphasis on equipment and technique, while stressing character development, wiring and lighting for television and video, music video making, promotional video and more. Students are expected to produce for broadcast on Flyer News/FEC on a weekly basis. Each student must produce six sporting or other events for broadcast per semester. This course meets either the Practical or the Fine Arts requirement. (Semester Course; Grades 10,11, 12) Prerequisite: Television Production 1

559 Video Production 3 H **.5 credit**

Television Production 3 focuses on more creative projects including shorts, professional level promotional video, news writing and production, and feature news story productions. Student work will constitute the majority share of the productions for Flyer News. (Semester Course; Grades 10, 11, 12) Prerequisite: Television Production 2 and Teacher's Recommendation.

579 Video Production 4 H **.5 credit**

Television Production 4 takes a deeper look into the demands and opportunities relating to the world of advertising and marketing, as well as media and news ethics. A major focus is on media advocacy and journalistic integrity. Self-directed students will develop productions that are expected to be award winning and memorable. (Semester Course; Grades 11, 12) Prerequisite: Television Production 3 and Teacher's Recommendation.

966 Video Production Internship **.5 credit**

The Media & Television Production Internship program gives students real-life industry experience as they create content for the district, including the Framingham Education Channel and FHS. Students will develop a video portfolio that they can publish on their own website. This internship will focus on working with clients to develop video content that meet their specifications. (Semester Course; Grades 11, 12) Prerequisite: TV 4 and Teacher's Recommendation.

Business Options

509 Entrepreneurship ACP

1 credit

Develop your entrepreneurial skills and mindset as you develop an innovative solution to a problem and then develop that into a business plan. Pitch your idea to a panel of expert judges for the chance to win funding and to move on to regional competitions. Your idea could qualify you for the National Youth Entrepreneurship Challenge! (Full year course, Grades 10, 11, 12)

Science Options

585 Engineering By Design H

1 credit

This course is a full year course that brings together science, technology, mathematics and the arts through an engineering lens. Students will use the Engineering Design Process to solve a series of challenges. The Engineering Design Process asks students to identify a need, research the problem, develop possible solutions, select a promising solution, build a prototype, test, evaluate and redesign as needed. Possible projects include constructing a bridge, building a musical instrument, and other projects that combine both science and art. Students will gain exposure to industry-standard software and technologies. Prerequisite: Successful completion of Algebra 2 and Chemistry (75% or higher). (Full year course, Grades: 11, 12)

World Languages Department

Cheryl Jones, Department Chair

Course Offerings

French 1-2 CP
French 1-5 ACP
French 2-5 Honors
French 5 AP
Mandarin Chinese 1-4 Honors
Mandarin Chinese 1-4 ACP
AP Mandarin Language and Culture
Latin 3-4 Honors
Spanish 1-3 CP
Spanish 1-5 ACP
Spanish 2-5 Honors
Spanish 5 AP
Heritage and Spanish Dual Language Learners Speakers 1-3ACP
American Sign Language 1-2 ACP
World Perspectives through Foreign Films
Topics 1 and 2: Greece, Rome, & the Classical Tradition
Films from Latin American in Spanish
Films from Spain in Spanish (1 and 2)
Spanish through the Performing Arts
Spanish-Language TV Production

The ability to function in more than one language in today's interdependent world is a critical skill for students to acquire. Language study enables students to communicate successfully with members of other cultures and to gain valuable insight into cultural similarities and differences.

Students who study a language will:

- Strengthen their critical and analytical thinking skills
- Develop effective learning strategies with lifelong benefits
- Expand their base of knowledge to include ideas, perspectives and solutions that exist in other cultures
- Realize the interdependence of people throughout the world
- Gain direct access to knowledge and information generated by other countries and cultures
- Facilitate their participation in political and personal dealings



WORLD LANGUAGES DEPARTMENT
Sequence of Courses

1- For those students who had three years of Spanish, French or Mandarin in the Middle School
See placement suggestions below:

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--------------------------------|--------------------------------|--------------------------------|--|
| French 2 H French 2 ACP | French 3 H French 3 ACP | French 4 H French 4 ACP | French 5 AP French 5 H French 5 ACP |
| Spanish 2 H Spanish 2 ACP | Spanish 3 H Spanish 3 ACP | Spanish 4 H Spanish 4 ACP | Spanish 5 AP Spanish 5 H Spanish 5 ACP |
| Mandarin 2 H Mandarin 2 ACP | Mandarin 3 H Mandarin 3 ACP | Mandarin 4 H Mandarin 4 ACP | Mandarin 5 H Mandarin 5 ACP |

The HONORS sequence of courses is for students who have completed the Middle School program with a B average or better.

***The ACP** sequence of courses is for students who have completed the Middle School program with a C- average or better.

***The CP** sequence of courses is for students who have had an interrupted Middle School program or have completed the Middle School program with a D+ average or lower. Please note that the CP track is a two-year program. For those students wishing to complete a third year of a World Language course, placement in a French 2 ACP, Spanish 2 ACP, or Spanish 3 CP course requires the teacher's recommendation.

2- For students who want to add to or begin their study of a Foreign Language at FHS:

| Year 1 | Year 2 | Year 3 | Year 4 |
|--|--|--|--|
| French 1 CP French 1ACP | French 2 CP French 2ACP / H | French 3 ACP / H | French 4 ACP / H |
| Spanish 1 CP Spanish 1 ACP | Spanish 2 CP Spanish 2ACP / H | Latin 3 H | Latin 4 H |
| Mandarin Chinese 1 H Mandarin Chinese 1 ACP | Mandarin Chinese 2 H Mandarin Chinese 2 ACP | Spanish 3 CP Spanish 3 ACP / H | Spanish 4 ACP / H |
| American Sign Language 1 | American Sign Language 2 | Mandarin Chinese 3 H Mandarin Chinese 3 ACP | Mandarin Chinese 4H Mandarin Chinese 4ACP |

*The CP sequence of courses is for students who have had an interrupted Middle School program or have completed the Middle School program with a D+ average or lower. Please note, for those students wishing to complete a third year of a World Language course, placement in a French 2 ACP or Spanish 3 CP course requires the teacher's recommendation.

Please note:

1. The French and Spanish 1 ACP courses are accelerated courses, the equivalent of completing the three year Middle School language sequence in one year, intended for those who have not previously taken the language. It will prepare students to enter French or Spanish 2 ACP or H, based on teacher recommendation the following year.
2. The minimum WL requirement for graduation from Framingham High School is two years of study **of the same language**.
3. The recommended WL course of studies from the Department of Education Frameworks and most colleges and universities range from 3-4 years of study of the same language.

WORLD LANGUAGES

Course Descriptions

FRENCH

French CP Sequence of Courses

120 French 1 CP

1 credit

This is a beginning course for students with limited or significantly interrupted French language experience. Students begin by developing listening and speaking skills which are then reinforced and used to build skills in reading and writing. Teacher-created materials form the basis for the course. The cultural focus of the level one curriculum are the francophone countries. The course is enriched with music, art and history.

Prerequisite:

- students who did not complete the 3 year Middle School Language program
- students who completed the Grade 6, 7, 8 French curriculum with a D+ or lower

(Full year course, open to grades 9,10,11)

NOTE: Native speakers must have prior approval of the World Languages department chair to enroll.

127 French 2 CP

1 credit

This is the second year of a two-year sequence. Students will continue to develop and use of vocabulary and major grammatical structures in speaking, listening, reading and writing. Further cultural awareness will be stimulated by oral presentations, written reports and special projects. The cultural focus of the level one curriculum is a continuation of the study of France and its cities. The course is enriched with music, art and history.

Prerequisite: French 1 CP (Full year course, open to grades 10,11,12).

French ACP Sequence of Courses

101 French 1 ACP

1 credit

This is an accelerated course for students who are capable of completing the three year Middle School language sequence in one year. It will prepare students to enter French 2ACP or French 2 Honors the following year. **Prerequisite:** Students did not complete the three year Middle School language program or wish to begin the study of French language.

***Note:** Please consider individual students' language experiences when making recommendations. Please forward any questions to the World Languages department chair. (Full year course, open to all grades). Seniors who wish to take this course must have already completed the 2 year language requirement.

104 French 2 ACP

1 credit

This is the continuing course for students completing the 3-year Middle School French Program, or French 1 ACP. Students will review and recycle basic grammatical structures in different contexts while continuing to expand communication skills in speaking, listening, reading, and writing. Cultural awareness is stimulated through oral presentations, written reports and special projects. The cultural focus of the level two curriculum is France and its cities. The course is enriched with music, art and history.

Prerequisite: Completion of Grades 6, 7, 8 French curriculum and recommendation from Grade 8 teacher or French 1 ACP with a C- average or better. (Full year course, open to all grades)

107 French 3 ACP

1 credit

Emphasis is placed on continued development of vocabulary and major grammatical structures including verb tenses from year two and the conditional and future, as well as an introduction to the subjunctive mood. Students are required to demonstrate spoken and written ability in order to function in situations authentic to the cultures of the French speaking world. They will be using French in all oral and written activities in class. The cultural focus of the level three curriculum is France and its regions. The course is enriched with music, art and history.

Prerequisite: French 2 ACP (Full year course, open to grades 10,11,12)

110 French 4 ACP

1 credit

This course is recommended for students wishing to continue the study of French and advance beyond the normal 2-year college requirement at the ACP Level. Students will develop additional skill and proficiency in their use of all grammatical structures. Emphasis is placed on expanding vocabulary through reading selections from French prose and poetry. Students are required to engage in class and group discussions in French. The course is enriched with music, art and history. Various textbooks and supplementary materials and selections from French literature are used. The cultural focus of the level four curriculum is the Francophone countries.

Prerequisite: French 3 ACP with a C- average or better. (Full year course, open to grades 11,12)

114 French 5 ACP**1 credit**

Students will continue to develop language skills by reading and discussing selected literary works. The course is conducted in French with an emphasis on reports and projects. The course is based on teacher-created materials drawn from a variety of resources. The cultural focus of the level five curriculum is the contributions of the French to world culture. The course is enriched with music, art and history.

Prerequisite: French 4 ACP with a C- average or better. (Full year course, open to grade 12)

French Honors/Advanced Sequence of Courses**103 French 2 Honors****1 credit**

This course is the continuum for students who have successfully completed the 3-year Middle School French program. Students will use major tenses and grammatical structures as they expand their vocabulary and conversational skills. Students will continue to develop their skills in reading, writing, speaking and listening and will be required to use French in class discussions, oral presentations, written reports and special projects. The cultural focus of the level two curriculum is France and its cities.

Prerequisite: Completion of Grade 6, 7, 8 French curriculum with a B average or better and Grade 8 teacher recommendation, or completion of French 1ACP with a B average or better and teacher recommendation. (Full year course, open to all grades)

106 French 3 Honors**1 credit**

Students will continue to develop conversational skills using additional tenses and structures. Reading and writing will be emphasized through selected texts and writing assignments. Students will produce individual projects and engage in cultural activities. The cultural focus of the level three curriculum is France and its regions.

Prerequisite: French 2 Honors with B average or above. (Full year course, open to grades 10,11,12)

109 French 4 Honors**1 credit**

In addition to continuing the development of proficiency with the four language skills, emphasis will be placed on continual development of grammatical structures and vocabulary power. Intensive grammar review as well as expanded ability for meaningful personal expression will be stressed. Students will engage in authentic readings, individual and/or group projects and cultural activities. The class will be conducted in French. The cultural focus of the level four curriculum is the Francophone countries.

Prerequisite: French 3 Honors with a B average or above. (Full year course, open to grades 11,12)

113 French 5 Honors**1 credit**

While development of linguistic skills will continue, the core of the course will be the study of literature and exclusive use of the target language in classroom discussions and simulations of culturally authentic situations. The cultural focus of the level five curriculum is the contributions of the French to world culture.

Prerequisite: French 4 Honors with a B average or above. (Full year course, open to grade 12)

112 AP French 5**1 credit**

An in depth review and reinforcement of grammar, verbs and vocabulary through literature, this course is the equivalent of a third semester college course. It will follow the prescribed AP curriculum. Students will be prepared for and expected to take the AP examination in Language. Class will be conducted in French. The cultural focus of the level five curriculum is the contributions of the French to world culture.

Prerequisite: French 4 Honors with a B average or above and teacher recommendation. (Full year course, open to grade 12)

This course prepares students for the Advanced Placement examination given in May by the College Board. All students in this course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own registration fees.

LATIN**155 Latin 3 H****1 credit**

Students will use and develop their skills while reading selections from Catullus and two or three other authors (possibly including but not limited to Ovid, Sulpicia, Cicero, Horace, and Petronius). Students will choose as a class which author they would like to read each term. Students will begin to demonstrate knowledge and appreciation of the style, syntax, and historical context of their chosen authors. They will also start to familiarize themselves with literary devices and scansion as well as to engage in literary analysis of the readings.

Prerequisite: Latin 2 ACP or Latin 2 H
(Full year course, open to grades 11, 12)

156 Latin 4 H**1 credit**

Students will continue to use and develop their skills while reading selections from Caesar's *Gallic War* (1 semester) and Vergil's *Aeneid* (1 semester). Students will demonstrate knowledge and appreciation of the style, syntax, and historical context of each author. They will also continue to familiarize themselves with literary devices and scansion as well as to engage in literary analysis of the readings. Although this is not an AP course, the selected passages will be chosen from among those on the AP exam.

Prerequisite: Latin 2 ACP or Latin 2 H
(Full year course, open to grades 11, 12)

MANDARIN CHINESE**Mandarin Chinese ACP Sequence of Courses****142 Mandarin Chinese 1 ACP****1 credit**

This course is an introduction to Mandarin Chinese. The course will provide students with the basic tools for speaking, reading, writing, and understanding Mandarin Chinese. The course will include several components, including oral communication with a focus on pronunciation and intonation as well as reading and writing with simplified Chinese characters. Additionally, the course will allow students to immerse themselves in the exploration of Chinese culture. We aim to build students' confidence, allowing them to attain proficiency at the beginner's level, encouraging them to experiment, practicing unfamiliar concepts and words, and gaining sufficient practice in a learning environment reflective of the greater community in which the language is spoken. (Full year course, open to all grades)

144 Mandarin Chinese 2 ACP**1 credit**

The objective of this course is to build upon the conceptual foundations established in Mandarin Chinese 1. This course will allow students to develop mastery of Mandarin Chinese vocabulary and language structures. The goal will be to increase proficiency in oral comprehension and in speaking, reading and writing skills in Mandarin Chinese. Written and oral precision will be emphasized. Cultural content will be incorporated into instruction as students continue to learn about aspects of Mandarin Chinese culture and civilization.

Prerequisite: Mandarin Chinese 1 (Full year course, open to all grades)

146 Mandarin Chinese 3 ACP**1 credit**

In this course, students will further develop vocabulary skills to be able to engage in conversations related to various topics. They will demonstrate their ability to express themselves in spoken Chinese language using complex sentence patterns, while still developing their writing, listening, and reading skills. Students will work towards oral fluency. Students will also engage in cultural Chinese activities.

Prerequisite: Mandarin Chinese 2 (Full year course, open to grades 10-12)

148 Mandarin Chinese 4 ACP**1 credit**

This course devotes equal attention to listening, speaking, reading and writing proficiencies. Students will be more active and creative with the language on a variety of practical topics. Students should be committed to improving speaking fluency. Authentic video, audio and print materials are used at this level to supplement the text and to teach strategies for understanding more advanced material. Students will improve their Chinese language skills through the study of pop culture and music. Students will appreciate Chinese culture in greater depth after taking this course. **Prerequisite:** Mandarin Chinese 3 (Full year course, open to grades 11-12)

Mandarin Chinese Honors Sequence of Courses**141 Mandarin Chinese 1 Honors****1 credit**

This course is an introduction to Mandarin Chinese. The course will provide students with the basic tools for speaking, reading, writing, and understanding Mandarin Chinese. The course will include several components, including oral communication with a focus on pronunciation and intonation as well as reading and writing with simplified Chinese characters. Additionally, the course will allow students to immerse themselves in the exploration of Chinese culture. We aim to build students' confidence, allowing them to attain proficiency at the beginner's level, encouraging them to experiment, practicing unfamiliar concepts and words, and gaining sufficient practice in a learning environment reflective of the greater community in which the language is spoken. (Full year course, open to grades 9-12)

143 Mandarin Chinese 2 Honors**1 credit**

The objective of this course is to build upon the conceptual foundations established in Mandarin Chinese I. This course will allow students to develop mastery of Mandarin Chinese vocabulary and language structures. The goal will be to increase proficiency in oral comprehension, speaking, reading and writing skills in Mandarin Chinese. Written and oral precision will be emphasized. Cultural content will be incorporated into instruction as students continue to learn about aspects of Mandarin Chinese culture and civilization.

Prerequisite: Mandarin Chinese 1 (Full year course, open to grades 9-12)

145 Mandarin Chinese 3 Honors**1 credit**

In this accelerated course, students will further develop adequate vocabulary skills and appropriate language forms to be able to engage in conversations related to various topics. They will demonstrate their ability to express themselves in spoken Chinese language using complex sentence patterns, while still developing their writing, listening, and reading skills. Students will work towards oral fluency through conversation, discussion, and oral presentations. Students will successfully handle a variety of communicative tasks in straightforward social situations. Students will also engage in cultural Chinese activities. There will also be a focus on the study of historical and current Chinese events.

Prerequisite: Mandarin Chinese 2 (Full year course, open to grades 10-12)

147 Mandarin Chinese 4 Honors**1 credit**

This course devotes equal attention to listening, speaking, reading and writing proficiencies. Students will be more active and creative with the language on a variety of practical topics. Students should be committed to improving speaking fluency. Authentic video, audio and print materials are used at this level to supplement the text and to teach strategies for understanding more advanced material. Students will improve their Chinese language skills through the study of pop culture and music. Students will appreciate Chinese culture in greater depth after taking this course.

Prerequisite: Mandarin Chinese 3 (Full year course, open to grades 11-12)

137 AP Chinese Language & Culture**1 credit**

The AP Chinese Language & Culture course is designed to provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills to be ready for the AP Chinese exam held every May. This course is the equivalent of a third semester college course. It will follow the prescribed AP curriculum. Students will be prepared for and expected to take the AP examination in Language and Culture.

Prerequisite: Mandarin 4 H with a B average or better and teacher recommendation.

(Full year course)

This course prepares students for the Advanced Placement examination given in May by the College Board. All students in this course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own registration fees.

SPANISH**Spanish CP Sequence of Courses****128 Spanish 1 CP****1 credit**

This is a beginning course for students with limited target language experience. Students begin by developing listening and speaking skills, which are then reinforced and used to build skills in reading and writing. The cultural focus of the level one curriculum is Latinos in the U.S. The course is enriched with music, art and history. Teacher created materials form the basis for the course. (Full year course, open to grades 9, 10,11).

Prerequisite:

- students who did not complete the 3 year Middle School Language program
- students who completed the Grade 6, 7, 8 Spanish curriculum with a D+ or lower

NOTE: Native speakers must have prior approval of the Foreign Languages department chair to enroll.

129 Spanish 2 CP**1 credit**

This is the second year of a three-year sequence. Students will continue to develop and use of vocabulary and major grammatical structures in speaking, listening, reading and writing. The cultural focus of the level one curriculum is a continuation of the study of Latinos in the U.S. The course is enriched with music, art and history. Further cultural awareness will be stimulated by oral presentations, written reports and special projects.

Prerequisite: Spanish 1 CP (Full year course, open to grades 10,11,12).

178 Spanish 3 CP**1 credit**

This is a third year course of a three-year sequence. Students will further develop and use of vocabulary and major grammatical structures in speaking, listening, reading, and writing. The cultural focus of this course will include the Caribbean region and Mexican/Central American region of the level 2 and 3 curriculums combined. The course is enriched with music, art, and history. Teacher created material form the basis for the course.

Prerequisite: Spanish 2 CP (Full year course, open to grades 10,11,12)

Spanish ACP Sequence of Courses**171 Spanish 1 ACP****1 credit**

This is an accelerated course for students who are capable of completing the three year Middle School language sequence in one year. It will prepare students to enter Spanish 2ACP or Spanish 2 Honors the following year. **P**
Prerequisite: Students did not complete the three year Middle School language program or wish to begin the study of Spanish language.

***Note:** Please consider individual students' language experiences when making recommendations. Please forward any questions to the World Languages department chair. (Full year course, open to all grades). Seniors who wish to take this course must have already completed the 2 year language requirement.

174 Spanish 2 ACP

1 credit

This is the continuing course for students completing the 3 -year Middle School Spanish Program. Students will review and recycle basic grammatical structures in different contexts while continuing to expand communication skills in speaking, listening, reading, and writing. The course is enriched with music, art, culture and history. This course is conducted in Spanish.

Prerequisite: Completion of Grades 6, 7, 8 Spanish curriculum and recommendation from Grade 8 teacher or Spanish 1 ACP with a C- average or better. (Full year course, open to all grades)

177 Spanish 3 ACP

1 credit

Emphasis is placed on continued development of vocabulary and major grammatical structures including verb tenses in present, past, future and conditional. Students are required to demonstrate spoken and written ability in order to function in situations authentic to the cultures of the target language. Students will use Spanish in all oral and written activities in class. The course is enriched with music, art, culture and history. This course is conducted in Spanish.

Prerequisite: Spanish 2 ACP (Full year course, open to grades 10,11,12)

180 Spanish 4 ACP

1 credit

This course is recommended for students wishing to continue the study of Spanish, and advance beyond the normal 2-year college requirement at the ACP Level. Students will develop additional skills and proficiency in their use of all grammatical structures. Emphasis is placed on expanding vocabulary through reading selections from Spanish prose and poetry. Students are required to engage in class and group discussions in Spanish. Various textbooks and supplementary materials and selections from Spanish Literature are used. The course is enriched with music, art, culture and history. This course is conducted in Spanish.

Prerequisite: Spanish 3 ACP with a C- average or better. (Full year course, open to grades 11,12)

184 Spanish 5 ACP

1 credit

Students will continue to develop language skills by reading and discussing selected literary works. The course is conducted in Spanish with an emphasis on reports and projects. The course is enriched with music, art, culture and history. The course is based on teacher-created materials drawn from a variety of resources. This course is conducted in Spanish.

Prerequisite: Spanish 4 ACP with a C- average or better. (Full year course, open to grade 12)

Heritage and Spanish Dual Language Learners Sequence of Courses

8 Heritage and Spanish Dual Language Learners 1 ACP

1 credit

This course is designed for students whose first Language is Spanish or had limited or interrupted formal education in Spanish or Two-Way students in need of support in improving their language skills. Students will explore Latin-American heritage and traditions through art, culture, history, music and literature. The class will focus on improving oral fluency while developing formal reading and writing skills. All instruction is in Spanish, all students will be expected to participate fully in Spanish at all times.

Prerequisite: Ability to comprehend and speak Spanish at an intermediate-advanced level. (Teacher or Department Head recommendation required)

9 Heritage and Spanish Dual Language Learners 2 ACP

1 credit

This course is designed for students whose first Language is Spanish but who have had limited formal education in Spanish or Two-Way students in need of support in improving language skills. Students will explore Latin-American heritage and traditions through art, culture, history, music and literature. The class will focus on improving oral fluency while developing formal reading and writing skills. All instruction is in Spanish and all students will be expected to participate fully in Spanish at all times.

Prerequisite: 196 Heritage Spanish 1 CP (Teacher or Department Head recommendation required)

8 Heritage and Spanish Dual Language Learners 3 ACP

1 credit

This course is for students whose home language is Spanish. At this level students will study Latino culture and history, as well as the political and socio-economic issues facing the Spanish-speaking world. The students will be introduced to Spanish grammar and literature at an appropriate level. Students will be expected to participate orally through discussions, oral presentations, demonstrations, speeches and student lectures. Writing assignments for this course will focus on the development of an advanced paragraph and the three-paragraph essay. The differences between formal and informal language, both oral and written, will be stressed throughout the year. All instruction is in Spanish, all students will be expected to participate fully in Spanish at all times. **Prerequisite:** Completion of Heritage Spanish 2 CP (Full year course, open to grade 11 or teacher/ Department Head approval)

Spanish Honors Sequence of Courses

173 Spanish 2 Honors

1 credit

This course is the continuum for students who have successfully completed the 3-year Middle School Spanish program. Students will use major tenses and grammatical structures as they expand their vocabulary and conversational skills. Students will continue to develop their skills in reading, writing, speaking and listening and will be required to use Spanish in class discussion, oral presentations, written reports and special projects. The course is enriched with music, art, culture and history. This course is conducted in Spanish.

Prerequisite: Completion of the Grade 6, 7, 8 Spanish curriculum with a B average or better and Grade 8 teacher recommendation or completion of Spanish 1ACP with B average or better and teacher recommendation. (Full year course, open to all grades)

176 Spanish 3 Honors

1 credit

Students will continue to develop conversational skills using additional structures and verb tenses in the present, past, future and conditional. Reading and writing will be emphasized through selected texts and writing assignments. The course is enriched with music, art, culture and history. Students will produce individual projects and engage in cultural activities. This course is conducted in Spanish.

Prerequisite: Spanish 2 Honors with a B average or better (Full year course, open to grades 10,11,12)

179 Spanish 4 Honors

1 credit

In addition to continuing the development of proficiency with the four language skills, emphasis will be placed on continual development of grammatical structures and vocabulary power. Intensive grammar review as well as expanded ability for meaningful personal expression will be stressed. Students will engage in authentic readings, individual and/or group projects and cultural activities. The course is enriched with music, art, culture and history. This course is conducted in Spanish.

Prerequisite: Spanish 3 Honors with a B average or better. (Full year course, open to grades 11,12)

183 Spanish 5 Honors

1 credit

While development of linguistic skills will continue, the core of the course will be the study of literature and exclusive use of the target language in classroom discussion and simulations of culturally authentic situations. The course is enriched with music, art, culture and history. This course is conducted in Spanish.

Prerequisite: Spanish 4 Honors with a B average or better. (Full year course, open to grade 12)

182 AP Spanish Language & Culture

1 credit

An in depth review and reinforcement of grammar, verbs and vocabulary through literature, this course is the equivalent of a third semester college course. It will follow the prescribed AP curriculum. Students will be prepared for and expected to take the AP examination in Language. Class will be conducted Spanish.

Prerequisite: Spanish 4 H with a B average or better and teacher recommendation.
(Full year course)

This course prepares students for the Advanced Placement examination given in May by the College Board. All students in this course are expected to register for and take the Advanced Placement examination. Financial aid is available for students who cannot pay their own registration fees.

192 AP Spanish Literature & Culture

1 credit

This course is intended for seniors who have a deep interest in literature and are capable of reading, discussing and writing about Spanish literature in the target language at the college level. Students will read and critically analyze a broad selection of works including short stories, poetry and plays beginning with the Middle Ages, continuing into The Golden Age, through 20th century literature. Writing and discussion will be integral parts of this course, as will an exploration of the cultural issues visible in the literature. As this course will be conducted entirely in Spanish, all students will be expected to participate fully in Spanish at all times. This course is equivalent to a fifth semester college course.

Prerequisite: A score of 4 or 5 on the AP Spanish Language Exam or written consent from the World Languages department chair.

AMERICAN SIGN LANGUAGE

102A American Sign Language 1 ACP

1 credit

This course is an introduction to American Sign Language (ASL). The course will provide students with engaging practice in a learning environment that relies entirely on visual communication. The focus will be on developing an ASL vocabulary. The course will encourage interactive participation, allowing students to immerse themselves in and understand the language and Deaf Culture. With dynamic, eyes-on and hands-on experience, students will have the opportunity to discover the inseparability of Deaf language and culture.

105 American Sign Language 2 ACP**1 credit**

This course is a continuation of the American Sign Language 1ACP class. The course will provide students with engaging practice in a learning environment that relies entirely on visual communication. The focus will be on continuing to develop an ASL vocabulary. The course will encourage interactive participation, allowing students to immerse themselves in and understand the language and Deaf Culture. With dynamic, eyes-on and hands-on experience, students will have the opportunity to discover the inseparability of Deaf language and culture.

Prerequisite: American Sign Language 1

WORLD LANGUAGE ELECTIVES**121 Greece, Rome, & the Classical Tradition, Part 1****.5 credit**

This English, semester-long course will focus on ancient Greek and Roman history, culture and/or literature in context, as well as on modern approaches, including 20th and 21st century novels, art, and/or film. Possible topics (and readings) may include:

- Mythology
- Greek & Roman Drama
- Invective and Mockery
- Women and Gender in the Ancient World
- The End of the Roman Republic

*Can also be taken for World Language credit with approval from World Languages department head.

122 Greece, Rome, & the Classical Tradition, Part 2**.5 credit**

This English, semester-long course will focus on ancient Greek and Roman history, culture and/or literature in context, as well as on modern approaches, including 20th and 21st century novels, art, and/or film. The topics for this course will not be the same as those covered in Part 1. Students are not required to take Part 1 in order to take Part 2. Possible topics (and readings) may include:

- Mythology
- Greek & Roman Drama
- Invective and Mockery
- Women and Gender in the Ancient World
- The End of the Roman Republic

Can also be taken for World Language credit with approval from World Languages department head

195 World Perspectives through Foreign Film ACP**.5 credit**

This course is open to students who have completed their two-year World Language requirement. This semester course will explore world cultural perspectives through foreign films. It will cover a wide range of themes relevant to the global society within different contexts: sports, immigration, social and economic class, psychology, politics, war. We will also look at different genres of films from around the world, for example: short films, comedy, drama, fantasy, documentary, musical. All films will be shown in their original languages with English subtitles. All discussions and assessments will be in English.

This course will be conducted in English.

Prerequisite: Students must have already successfully completed the FHS two-year World Languages requirement. Semester course open to 11th, and 12th grades

150 Spanish-Language TV Production ACP**.5 credit**

This course is open to students who have completed their two-year World Language requirement in Spanish. Students will learn to use cameras and editing equipment to develop Spanish-language productions that will be broadcast on the Framingham Education Channel and streamed online. In addition to learning about video production, students will have frequent guest speakers from the community (artists, business people, neighborhood residents, etc.) and will develop talk-show programs, short films, short plays, music videos and document Framingham's cultural events (food, dance, shows). Students will be introduced to the basics of production and video editing, the business of television, and institutional basics. Students will produce 5 events for broadcasting during the semester.

This course will be conducted in Spanish.

Prerequisite: Students must have already successfully completed the FHS two-year Spanish World Languages requirement, Spanish 2 and Spanish 3.

Semester course open to 11th, and 12th grades

This course meets either the Practical Arts requirement or WL requirement.

149a Films from Latin America in Spanish**.5 credit**

This course is open to students who have completed their two-year World Language requirement in Spanish. This semester course will explore world cultural perspectives of Latin America through film. It will look at different genres of films: mystery, comedy, drama, fantasy, documentary, and musical. It will cover a wide range of themes relevant to the history and current global conditions of Latin America. All films will be shown in their original languages. All discussions and assessments will also be in Spanish.

This course will be conducted in Spanish.

Prerequisite: Students must have already successfully completed the FHS two-year Spanish World Languages requirement, Spanish 2 and Spanish 3

Semester course open to 11th, and 12th grades

149b Films from Spain in Spanish 1 (Semester 1)

.5 credit

This course is open to students who have completed their two-year World Language requirement in Spanish. This semester course will explore the regional perspectives within Spain through film. It will look at the different Spanish languages spoken in the country. We will watch different genres of films: mystery, comedy, drama, fantasy, documentary, and musical. All films will be shown in their original languages. This course will cover a wide range of themes relevant to the multicultural Spanish society in Spain today within different contexts: high school life, university life, employment, social and economic class, psychology, politics, and war. All discussions and assessments will be in Spanish.

This course will be conducted in Spanish.

Prerequisite: Students must have already successfully completed the FHS two-year Spanish World Languages requirement, Spanish 2 and Spanish 3

Semester course open to 11th, and 12th grades

149c Films from Spain in Spanish 2 (Semester 2)

.5 credit

This course is open to students who have completed their two-year World Language requirement in Spanish. This semester's course will explore the cultural customs of each region of Spain through film. It will look at different genres of films: mystery, comedy, drama, fantasy, documentary, and musical. All films will be shown in their original languages. This course will cover a wide range of themes relevant to the multicultural Spanish society in Spain today within different contexts: high school life, university life, employment, social and economic class, psychology, politics, and war. All discussions and assessments will be in Spanish.

This course will be conducted in Spanish.

Prerequisite: Students must have already successfully completed the FHS two-year Spanish World Languages requirement, Spanish 2 and Spanish 3.

Semester course open to 11th, and 12th grades

Films from Spain 1 (149b), is NOT a requirement for this class.

162 Spanish through the Performing Arts

.5 credit

This course is open to students who have completed their two-year World Language requirement in Spanish. This semester course will work on two short plays and will offer a unique, hands-on experience where the students will have an opportunity to explore and choose one or several of the different components that make up the performing arts: costume design, building small sets, theatrical make-up, performing with puppets, and acting. At the end of the semester, students will be required to participate in a public performance to a small audience.

This course will be conducted in Spanish.

Prerequisite: Students must have already successfully completed the FHS two-year Spanish World Languages requirement, Spanish 2 and Spanish 3.

Semester course open to 11th, and 12th grades

OTHER PROGRAMS

099 Directed Study English
299 Directed Study Mathematics
399 Directed Study Science
499 Directed Study History

These offerings allow students to be assigned to a curriculum-based study overseen by a teacher from that content area. This allows students additional help and support in that content area.

966 Senior Internship

1.5 credits

This second semester course is open to seniors during combined periods E, F, and G who would benefit by experiencing the real world of work in an interest-related career. Students will be expected to complete a career-based interest survey, identify a specific career field of personal interest, create a resume, practice interviewing skills, research potential organizations for placement, and ultimately select and be involved in an internship from early February through April. Participants are expected to develop a tangible product for the host organization, where appropriate, maintain weekly journal entries and time sheets, and produce a culminating paper summarizing the experience. An in-school coordinator will monitor the internship and evaluate the student's progress. As seniors prepare for their post-secondary educational years, this three-period course will help them to build self-confidence, improve social and communication skills, and potentially create a beginning network for future careers.

908 Career Development Program

The Career Development Program (formerly Work Study) provides an opportunity for students to continue their education and at the same time gain valuable work experience under school supervision. Students participating in the program carry four (4) academic subjects and are employed in the community during the remainder of the school day. A student can earn up to three (3) credits per year for successful participation in the program. Selection of students is based upon the approval of parent, grade administrator, guidance counselor, and Career Development Coordinator. A student must be sixteen (16) years of age in order to enter the program. Students in the Work Study Program must fulfill the same graduation requirements as all other students. Students are expected to maintain an acceptable academic average in order to remain in the program. Students will not receive credit if they do not fulfill their academic requirements or if they do not perform satisfactorily on the job. Poor school attendance or chronic tardiness will cause a student to lose Career Development credit. For more information, contact the Academic Development Center.

901 Academic Development Center Tutor

The Academic Development Center will be available to all Framingham High School students upon request from students, teachers, parents, counselors, or administrators. Tutoring will include assistance with basic concepts in specific subjects, classroom assignments, completion of tests, and general study skills, including: note taking, outlining, following directions, and organization. Tutoring will be provided by peer tutors, teachers, and volunteers in a supportive academic environment.

897 RFL Seminar 1

.5 credits

898 RFL Seminar 2

.5 credits

This full-year course will provide students in the Resiliency for Life program the opportunity to learn and practice the essential academic and communication skills necessary to be successful in high school. The course is designed to teach students a broad range of specific study strategies and how to best utilize each strategy. In addition, students will be taught stress-reduction and mindfulness techniques and will have opportunities for directed instruction in MCAS preparation, SAT preparation, college applications, job readiness, financial literacy and other topics as applicable.

After-School Internship Program

This program is available to juniors and seniors who wish to explore the real world of work by spending forty to sixty hours in a desired career field. Students will be expected to complete a career-based interest survey, identify a specific career of personal interest, practice interview skills, and complete a resume. Participants are expected to develop a tangible product for the host organization, where appropriate, maintain weekly journal entries and time sheets, and produce a culminating paper summarizing the experience. An in-school coordinator will monitor the internship and evaluate its progress. Once an internship is satisfactorily completed, a notation will be included on the student's transcript indicating the internship and the designated field in which the student worked. This is a fabulous addition to any student's college application.

Summer Internship Program

This program, available to rising sophomores and juniors, is the same as the After-School Internship Program described above. The summer program is preferred by many students, as they are not limited to after-school hours and do not have the conflicting pressures of schoolwork and after-school activities. The internship program is from forty to sixty hours in length, so students are able to have a paying job as well as participate in the internship program

Career Pathway Course Selection Process

The process for initial selection of courses will remain unchanged. All career and technical courses are elective.

- In December of every school year, Department Heads are requested to update course information for the Program of Studies. New courses are added; some are dropped depending on enrollment and staffing.
- The Program of Studies is printed in several languages and disseminated to parents and students.
- Middle school Technology/Engineering teachers provide information regarding career and technical courses available at the high school. The Phoenix Program Director also meets with his constituency to assist with the course selection process as part of transition.
- Department Heads meet with 8th grade counselors to provide an overview of programs in particular those that are available for those entering the 9th grade.
- A Parent's Night is scheduled to provide information about all programs and courses for all grades. Representatives from all departments set up information tables to answer any questions and concerns.
- Course selection sheets are distributed to students and collected by the guidance staff after completion. Parent signatures are expected.

Advanced Career and Technical Courses

Career and Technical teachers use the opportunity in the course selection process to promote and explain their advanced courses. These courses follow an identified path leading to skill development and post-secondary connections with articulated programs.

Advanced course options and benefits are also explained during the Parent's Night.

- As part of Guidance Seminar and career plans, students may have already expressed an interest, aptitude, and desire to follow a career pathway that matches the offerings available at the high school. Guidance counselors would have taken this into consideration as the career plan was developed.
- As part of the Phoenix Freshmen Seminar, students are provided an orientation to the high school including program availability. CVTE teachers are frequently asked to provide an overview of offerings as guest speakers. The Phoenix staff also administers a career interest aptitude test.
- Career and Technical teachers will supply a list of students to guidance to "hand schedule" students who have indicated a priority to continue with their experience in the pathway. This meets the recommendation aspect required for many of the advanced courses.
- Independent study options are discussed if scheduling conflicts occur.
- Guidance counselor intervention and consultation with students to promote career pathway opportunities to be addressed.

Department Heads

| Department | Department Head | Phone Extension/Email | Office |
|------------------------------|--|--|---------------------|
| English | Interim Dept. Head-Peter Eliot Mr. Cook | 27700 peliot@framingham.k12.ma.us ccook@framingham.k12.ma.us | E205 |
| English as a Second Language | Ms. Villanueva | 27481 cvillaneuva@framingham.k12.ma.us | A200 |
| Fine & Performing Arts | Mr. Brindley | 27770 cbrindley@framingham.k12.ma.us | H108 |
| History & Social Science | Ms. Powers | 27750 epowers@framingham.k12.ma.us | E205 |
| Mathematics | Ms. Fitterer | 27731 mfitterer@framingham.k12.ma.us | C209 |
| Science | Mr. Corcoran | 27730 mcorcoran@framingham.k12.ma.us | C216/C209 |
| Family & Consumer Science | Ms. Makynen | 27760 emakynen@framingham.k12.ma.us | F112 |
| Technology Education | Mr. Erbland | 27566 perbland@framingham.k12.ma.us | K018A |
| 6-12 Two-Way Program | Ms. Espinoza | 508-626-9181 ext 125 gespinoza@framingham.k12.ma.us | Walsh Middle School |
| World Languages | Ms. Jones | 27740 cjones@framingham.k12.ma.us | A200 |

ATHLETIC AND CO-CURRICULAR ELIGIBILITY

Athletics and Co-curricular activities are privileges at Framingham High School. Our standards exceed MIAA standards as a minimum requirement for participation. Therefore, participants are required to be in good standing with regard to academics, attendance and student wellness. Standards for participation are outlined below. Administration reserves the right to deny participation on an individual basis for failure to meet these standards. For a more complete description of athletic eligibility, please refer to www.miaa.net.

Academics

To be eligible to participate in athletics and co-curricular activities, a student must pass a minimum of four major subjects and must have a minimum 70 cumulative average for each term immediately preceding the activity. If a student is ineligible for athletics, he/she may not participate in any team events, games, or practices. If a student is ineligible for co-curricular activities, he/she may not participate in meetings, rehearsals, or any club-sponsored activities. All freshmen are eligible for fall sports, but must meet the above criteria beginning in the winter season of their ninth grade year.

The School Committee believes that student activities are a vital part of the total educational program, and that activities should be used as a means for developing wholesome attitudes, good human relations, knowledge, and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

1. The schools will observe a complementary relationship with the home and community when planning activities with due regard for the widespread and rich facilities already available to students.
2. The assistance of parents in planning activity programs may be encouraged.
3. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians, and the student. This should be a shared responsibility.
4. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
5. All activities will be supervised, and all clubs and groups will have an advisor designated by the Principal.
6. Participation by students in programs of extra-curricular activities including interscholastic athletics is a privilege, and such participation shall be subject to the approval of the school principal and the Superintendent of Schools or his/her designee.
7. In reference to students on Individualized Education Plans (IEPs) participating in extracurricular activities, academic performance exceptions may be made if it is felt that participation is a therapeutic activity and is approved by the Superintendent of Schools or his/her designee.
8. Student participants in any Framingham extracurricular activity must recognize that they represent their school, and that their behavior reflects on the school and the community.

LEGAL REF.: M.G.L. [71:47](#)

603 CMR [26:06](#)

Updates to this policy were approved by the Framingham School Committee on June 13, 2017.