

# **Whitman-Hanson Regional High School**

**2018-2019  
Program of Studies**



# **WHITMAN-HANSON REGIONAL HIGH SCHOOL**

## **PROGRAM OF STUDIES “Pathways to Success” 2018-2019 SCHOOL YEAR**

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## MISSION STATEMENT

Whitman-Hanson Regional High School provides all students with a high-quality education in order to develop reflective, concerned citizens and contributing members of the global community.

### Core Values and Beliefs:

Students learn best when...

- ◆ all decisions are made in their best interest.
- ◆ provided with a safe, secure, and healthy environment.
- ◆ high academic standards provide an opportunity for each student to reach his/her full potential.
- ◆ technology is utilized as an essential part of teaching and learning.
- ◆ provided with student-centered learning environments where successes and mistakes are valued as part of the learning process.
- ◆ personal responsibility and an understanding and respect for others are embraced.
- ◆ staff initiative, innovation and professional development are supported.
- ◆ the responsibility for education is shared with students, parents, and community.
- ◆ broad-based communication and school-family-community partnerships are promoted.

### Student Learning Expectations:

1. Read, write and communicate effectively.
2. Utilize technologies appropriately and effectively.
3. Apply critical thinking skills.
4. Explore and express ideas creatively.
5. Participate in learning both individually and collaboratively.
6. Demonstrate personal, social, and civic responsibility.

Adopted by the School Committee February 9, 2011

## COURSE SELECTION/ADDING/DROPPING COURSES

Students wishing to add or drop a course must complete the process within the first five days of any course. The fact that a student is failing a course is generally not sufficient reason to drop a course. Course changes may only be made with the approval of the counselor; teachers involved, appropriate curriculum coordinator, the parent, and only if there is a space available in the requested course. The Principal shall have the final determination in approval of a student's course of study, including the level of the courses selected (Academic, Honors, AP).

## COURSE WITHDRAWAL

Pupils who withdraw from a course during the first five days shall receive no grade. The course will not be recorded on the pupil's permanent record. Students who withdraw after this time shall receive a grade of WF (withdraw failing) or WP (withdraw passing) on their permanent record for the course.

## AUDIT

A student may audit a course or class (that is, attend without receiving credit towards graduation) with the permission of the teacher, the appropriate Curriculum Coordinator and his or her parent. Students who audit courses are expected to fulfill all course requirements including attendance, homework and class work, quizzes, tests and final examinations. Students will not receive letter grades on report cards, and transcripts will indicate whether or not the student completed the requirements for auditing.

## CREDITS / PREREQUISITES

Course run for a semester or full year. Partial credit is not granted for not completing the full term of any course. Partial credit may only be granted with special permission of the Principal. Unless indicated otherwise in a course description, students should maintain a grade of C or better to continue in sequential courses or risk extreme difficulty meeting the academic requirements of the new course. In the case of extenuating circumstances, prerequisites may be waived by the Principal.

## EXAMINATIONS/ASSESSMENTS

Students are required to take mid-year and final assessments in all full year academic courses. Performance on these assessments constitutes ten percent of the final grade. Should a student become ill or should a family emergency prevent a student from being present on the last day of a semester for the final assessment, a parent must call the school and inform us that the student will be absent. Only those absent students whose parents call the school on the day the assessment is scheduled will be eligible to take makeup final assessments.

## GRADING POLICY

It is the philosophy of the Whitman-Hanson Regional School Committee that students respond more positively to the opportunity for success than to the threat of failure. We seek, therefore, through our instructional programs, to make achievement both recognizable and possible for students. We emphasize achievement in our processes of evaluating student performance. We report achievement through the use of letter grades.

The primary purpose of grading is to report to students and their parents the extent to which the student has mastered the content of a course as defined by the course objectives. Grades also serve to promote a process of continuous evaluation of student performance and provide a basis for bringing about changes in student performance, if such change is necessary.

Letter grades are used which have the following meanings:

- A = Course objectives achieved in a superior manner.
- B = Course objectives achieved in a highly satisfactory manner.
- C = Course objectives achieved in a satisfactory manner.
- D = Course objectives achieved in a minimum manner.
- F = Course objectives not achieved: no credit granted.
- I = Incomplete work.
- WP = Student has withdrawn from the course with a passing grade.
- WF = Student has withdrawn from the course with a failing grade.

### BASIS FOR GRADING

Course expectations for each course shall be provided to every student within one week of the beginning of a course in order to inform both the students and the parents of each teacher's expectations and the responsibilities of the student relative to the successful completion of the course. Teachers will take time to explain to students the course objectives, the expectations for student performance and responsibilities and the evaluation system the teacher will use to determine the extent to which the student has achieved the course objectives. The teacher shall also make clear to the students at appropriate intervals and parents as necessary, the basis upon which the grades are earned.

Grades are based on evidence of the attainment of the instructional objectives of the course. The extent to which the student has attained these objectives shall be determined by his/her performance on assessment measures developed, administered and corrected by the teacher. The minimum passing grade for all courses shall be D-.

Student grades for every course shall use the Alpha scale listed below:

<u>GRADE</u>	<u>RANGE</u>
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

## CALCULATING YOUR GRADE POINT AVERAGE (GPA)

### What is GPA?

GPA stands for Grade Point Average. It is the manner in which high schools and many post-secondary educational institutions numerically represent academic performance on your transcript. There are two ways to report a student's GPA: Unweighted GPA and Weighted GPA.

- Your unweighted GPA does not take into account the level of courses that you are taking. For example, an "A" in an Academic Level course is equivalent to an "A" in an Honors Level course. At WHRHS, all courses a student takes are calculated into the unweighted GPA
- Your weighted GPA does take into account the level of courses that you are taking. For instance, an "A" in an Academic Level course does not carry as much weight as an "A" in an Honors Level course. Therefore, if you are taking academically rigorous courses, then your grades will be weighted more heavily into your "weighted" GPA. At WHRHS a student's weighted GPA includes only college preparatory, honors, and Advanced Placement classes in the major academic subject areas of mathematics, English, science, social studies, and foreign language. See below for a table of weights.

### Why should you care about GPA?

- If you are thinking of continuing your education after high school, you will be required to have a certain minimum GPA to be considered as an applicant to many schools (see pg. 9 for minimum GPA requirements for Massachusetts State Colleges and Universities).
- By keeping track of your GPA on a regular basis, you can monitor your progress and take corrective action in a timely fashion.

### How is GPA calculated?

**Step 1:** A final numerical grade for each student is computed for each course taken within the approved academic discipline. Failing grades are included.

**Step 2:** Weighted values are assigned to final grades using the table below. (Levels of courses are taken into account). Weighted values are then multiplied by course credit for a total value.

**Step 3:** The sum of the grade values are divided by the total number of credits attempted to determine a GPA.

#### Whitman-Hanson Regional High School GPA Calculation

	Un-weighted	Weighted Values AP	Weighted Values Honors	Weighted Values Academic
A+	4.30	5.30	4.80	4.30
A	4.00	5.00	4.50	4.00
A-	3.70	4.70	4.20	3.70
B+	3.30	4.30	3.80	3.30
B	3.00	4.00	3.50	3.00
B-	2.70	3.70	3.20	2.70
C+	2.30	3.30	2.80	2.30
C	2.00	3.00	2.50	2.00
C-	1.70	2.70	2.20	1.70
D+	1.30	2.30	1.80	1.30
D	1.00	2.00	1.50	1.00
D-	0.70	1.70	1.20	.70
F	0	0	0	0

A student's unweighted GPA includes all classes taken, and a weighted GPA includes only college preparatory, honors, and Advanced Placement classes in the major academic subject areas of mathematics, English, science, social studies, and foreign language. Both the weighted and unweighted GPA are printed on the student transcript.

## GRADUATION POLICY

Graduation from the Whitman-Hanson Regional High School signifies that a student has satisfactorily completed the prescribed course of study as established by the Regional School Committee in accordance with the laws of Massachusetts. A student must earn credits as indicated on the chart of graduation requirements found on the next page. Fourth year students who lack sufficient credits to graduate may request approval from the Principal to enroll in an area night school to earn additional credits. A maximum of eight (8) credits may be earned in night school, or as determined by the Principal.

In addition, in order to participate in graduation ceremonies, senior students must have:

1. Successfully completed all academic requirements for graduation by the last school day for seniors.
2. Successfully passed all requirements set by the Commonwealth of Massachusetts and the Department of Education including the MCAS test.
3. Satisfied *all* financial obligations to the Regional School District no later than five calendar days after the last school day for seniors.

The last day for seniors shall be established by the Committee in accordance with Massachusetts Regulations (603 CMR 27.03).

The date of graduation ceremonies shall be no more than 12 days before the last day of school (Ch.71. s.4). The actual date shall be established by the Committee.

The following *required* courses must be satisfactorily *passed* by all students:

Graduation Requirements	
English Language Arts	16 credits
Mathematics	16 credits
Science	12 credits
Social Studies	12 credits
Foreign Language	8 credits in a single language
Physical Education	8 credits
Health	2 credits
Computer Literacy	6 credits
Elective Credit	10 – 20 based on requirements below

Graduation Requirements for the Class of 2018: 100 credits

Graduation Requirements for the Class of 2019: 94 credits

Graduation Requirements for the Class of 2020 and beyond: 90 credits

Additional credits needed for graduation shall be earned by satisfactorily completing courses offered by any department. All students are required to carry six (6) courses at all times. Exceptions will be made for fifth year students or with special permission by the Principal.

Students repeating a course to improve their grade cannot receive credit for the course twice.

Financial Literacy, Investing Your Money, Entrepreneurship, Accounting, Digital Photography I, Music Technology I & II, Web Page Development, Intro to TV/Radio Production, Computer Graphics I & II, Computer Aided Design I & II, Intro to Computer Programing, Computer Science, TV/Radio Production II, Visual Merchandising or any other computer related course approved by the Principal may be used for computer credit.

In the event that a senior student has not satisfactorily completed the Whitman-Hanson District's academic requirements for graduation as stated in the policy entitled GRADUATION REQUIREMENTS and believes

that he/she should graduate, he/she may request a waiver of graduation requirements in whole or in part. This request for a waiver does not apply to the requirement to pass the MCAS test. Please see your school counselor about this protocol.

**MASSACHUSETTS STATE UNIVERSITIES 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.*

**Freshman Applicants**

The admissions standards for freshmen applicants have two main parts:

1. 16 required academic courses.
2. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.

Applicants must also submit an SAT or ACT score.

**Academic Course Requirement**

Sixteen\* college preparatory courses distributed as follows 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.

Subject	Requirements for Entering College Freshmen		
	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 (from Natural Science and/or Physical Science and/or Technology/ Engineering, including 2 courses with laboratory work).		3 courses (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) <i>Note: American Sign Language (ASL) is a foreign language.</i>		
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)		

**Minimum Required Grade Point Average (GPA)**

The GPA must be achieved based on all college preparatory courses completed at the time of application and should be weighted for accelerated (Honors or Advanced Placement) courses. The required minimum weighted high school GPA is 3.0 for the four-year public campuses.

State University GPA	University of Massachusetts GPA
3.00	3.00

**SAT Scores**

Applicants who meet the GPA requirement do not have to use the sliding scale for admission, but still must submit SAT or ACT test scores for consideration if they are applying to a state university or UMass within three years of high school graduation.

**Sliding Scale (used when GPA is lower than the minimum required GPA)**

If an applicant's GPA falls below the required minimum, a sliding scale will apply. *This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state universities or UMass.*

Scores on the new writing section of the SAT will not affect the sliding scale for freshman applicants to the Massachusetts state universities and to the University of Massachusetts at this time. The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will continue to be based upon the combined critical reading (verbal) and math sections of the SAT.

*Sliding Scale for Freshman Applicants to UMass*

Weighted High School GPA	<u>UMASS Applicant</u>	<u>State University Applicant</u>
	Combined SAT Math and EBR&W must equal or exceed	Combined SAT Math and EBR&W must equal or exceed
2.51-2.99	1030	990
2.41-2.50	1070	1030
2.31-2.40	1110	1070
2.21-2.30	1140	1110
2.11-2.20	1180	1140
2.00-2.10	1220	1180

**NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.00 MAY BE ADMITTED TO A STATE UNIVERSITY OR UNIVERSITY OF MASSACHUSETTS CAMPUS.**

**INSTRUCTIONAL LEVELS**

All courses provide each student maximum opportunity for achievement commensurate with their ability, performance, and academic goals. Based upon realistic self-assessment, students are encouraged to select a course of study that is consistent with their current academic goals and future aspirations, as well as their motivation to succeed and put forth their best effort. The instructional levels offered at Whitman-Hanson are:

**ACADEMIC:** (A) Academic level courses provide a challenging curriculum with high expectations for student learning. These courses prepare students to become college and/or career ready.

**HONORS: (H)** Honors level courses are designed for the superior student who has consistently demonstrated the ability and intrinsic motivation to achieve a high degree of success in a rigorous academic program. This student is also committed to continuing his/her formal academic learning in a post-secondary institution. A final average of B- is *strongly recommended* for students wishing to continue in honors level courses.

**ADVANCED PLACEMENT: (AP)** Advanced Placement courses are offered in U. S. History, English Literature, English Language, Modern European History, Calculus, Statistics, Biology, Chemistry, Physics, Environmental Science, Psychology, US Government & Politics, Computer Science, and Spanish. These rigorous courses provide students with the opportunity to earn college credit while still in high school if they attend one of the hundreds of colleges or universities which participate in the Advanced Placement program. In May, at the completion of the course, students take the Advanced Placement Exams developed by the College Entrance Examination Board. Students scoring a passing grade on the Advanced Placement Exam may be awarded college credit.

Due to the expenses involved in the AP Examination, the following regulations pertain to those students who wish to take these courses:

*All students taking the course are expected to take the examination in May. The cost of the exam varies from year to year. This year, the anticipated cost is \$90. This cost must be paid in full prior to the AP exam ordering deadline. Any student claiming financial need should see the Director of School Counseling Services.*

### SPECIAL EDUCATION SERVICES

The Special Education Department develops programs and services for students requiring accommodations and modifications along with specially designed instruction to match the unique learning profiles for our students with disabilities. Individual Education Plans (IEPs) are written with the goal of ensuring that students are able to access the curriculum in the least restrictive environment. The department also provides multiple models of support including whole programs, content area support, consultation, and assessment/evaluation. The Special Education staff includes Team Chairpersons, Special Education Teachers, School Psychologists, and Instructional Assistants, and other specialists as necessary.

### GLOBAL AWARENESS PROGRAM

#### **MISSION**

The Global Awareness Program (GAP) promotes global awareness, a key twenty-first century skill, in Whitman-Hanson Regional High School students. Participants will enhance their global perspective, heighten their appreciation of diversity, and prepare themselves to succeed in a world that is being increasingly influenced by cultures that are foreign to their own.

#### **GAP STRUCTURE**

There are two related branches of the GAP: the Global Awareness Club and the Global Awareness Certificate.

The Global Awareness Club is open to all students at Whitman-Hanson Regional High School interested in global competence and awareness. The Global Awareness Club offers social, educational, and service activities that promote global competence and furthers the mission of the entire Global Awareness Program. The Global Awareness Club meets regularly and offers an array of globally-themed activities. All Whitman-Hanson Regional High School students are welcome to help plan, carry out and participate in Global Awareness Club activities and events.

The Global Awareness Certificate is an application-based program with specific requirements. Academic requirements include the successful completion of the following courses:

- a. Modern World History
- b. Two years of the same foreign language

Plus any three of the following:

- c. AP European History
- d. Modern China
- e. Global Studies Independent Research
- f. Minimum of three years of the same foreign language or AP Spanish
- g. Spanish or French Practicum
- h. A pre-approved relevant virtual high school course

All students who successfully complete the Certificate Program will receive a Global Awareness Certificate as well as a distinction both on their official transcript and at graduation.

#### INDEPENDENT STUDY

Given the advance approval of the appropriate Curriculum Coordinator and the Principal, pupils may undertake an independent learning experience. A maximum of four credits may be awarded by the department or departments endorsing the project.

Students wishing to pursue an independent learning experience may do so with the assistance of a supervising teacher. The student and teacher must submit a project proposal to the appropriate Curriculum Coordinator for approval. The project request must contain the purpose of the project, the objectives to be achieved, the anticipated activities and the method of evaluation planned upon completion of the project. The Curriculum Coordinator will forward the completed proposal to the Principal for final acceptance. Following this, the accepted proposal will be filed in the student's folder. It is the responsibility of the approving Curriculum Coordinator to advise and review the project. The burden of responsibility, however, is on the student to follow the established process from proposal to final grade. Enrollment in this program is limited.

#### SUMMER SCHOOL

The Whitman-Hanson Regional School District will conduct Summer School as a supplement to the instruction offered during the school year. The major purpose of the summer school program is to provide students an additional opportunity to make up work in the required subjects failed during the regular school year. Subject to sufficient enrollment, courses in each area required for graduation will be offered in summer school.

Summer school will be four weeks in length and begin the first week in July. Students must pay for all courses they wish to take before the first day of summer school. The fee for Summer School shall be set by the Regional School Committee each year. No refunds (prorated) will be made after the second day of attendance at summer school.

Parents will be notified as to the status of Summer School by June 1. The status shall include whether Summer School will be opening or not, a list of courses and tuition rates. If Summer School is cancelled, parents of students affected will receive a list of area summer schools and their locations. All policies and regulations established for the regular school year pertaining to student behavior shall apply to students enrolled in summer school.

#### WHITMAN-HANSON COMMUNITY EVENING SCHOOL

Whitman-Hanson Regional High School is committed to educating all students and creating avenues of success for all. When it becomes apparent that the traditional day school program does not fit the educational needs of a student, the Whitman-Hanson Community Evening School is a possible option.

**The WHCES provides Whitman and Hanson students in at-risk situations an opportunity to obtain a high school diploma. It is an alternative after school and evening program that is open to students from Whitman and Hanson for the diploma track. Resident students must meet specific graduation requirements including passing scores on MCAS exams in order to obtain a Community Evening School diploma. Additionally, students must take a minimum of three courses at the CES in order to receive a diploma. There is no cost associated with the diploma track and classes meet on a semester schedule. Summer programming is available based on enrollment.**

**Attending the WHCES is a significant decision that needs to be considered carefully by students with the help of parents/guardians, teachers, counselors and administrators. In order to be considered as a diploma candidate, students must be at least 16 years old or have approval by the principal and must meet with the program director to discuss the student's commitment and interest in earning a high school diploma from the Evening School. It is important to note that students who enroll in the Whitman-Hanson Community Evening School are no longer allowed to participate in activities sponsored by Whitman-Hanson Regional High School. In addition, high school students in the Whitman-Hanson district as well as out of district may take courses at WHCES for credit recovery. They will be subject to a "per class" fee.**

COURSE DESCRIPTIONS BY CURRICULUM AREAS  
ENGLISH LANGUAGE ARTS

The English program at Whitman-Hanson Regional High School is planned to develop and intensify the communication skills of reading, writing, listening, speaking and viewing. It is specifically designed to provide opportunities for all students to achieve competency in the skills of grammar and composition, literary comprehension and interpretation, as well as vocabulary development. Departmental requirements include weekly writing activities and vocabulary study along with the regular literature program and an outside reading assignment. The curriculum places particular emphasis on each student's appreciation, understanding, and awareness of the many levels and processes of written, spoken, and visual communication. The writing process is incorporated into each class. Thus, the English Department offers courses which provide students with many opportunities to analyze and develop the various means of communication and self-expression. We further seek to instill in our students a respect for others and their opinions, an appreciation of their cultural heritage, and a sense of responsibility to themselves and to their community by offering varied literary experiences. Successful completion of four years of English (English I, II, III, and IV) is necessary to satisfy graduation requirements.

The following schematic representation of courses may be useful in examining course alternatives and the sequence of courses within the English curriculum.

COURSE	CREDITS	GRADE
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1000 ENGLISH I Academic	4	Grade 9
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This course places an emphasis on writing and language skills; students will be expected to compose multi-draft argument, expository, and narrative essays. Literary selections from American and world cultures may include novels, drama, short stories, poetry and nonfiction. A traditional novelist, Harper Lee, is read and analyzed along with selected essayists and poets. Attention will be given to vocabulary building, precise language usage, critical thinking skills, and preparation for both MCAS and the new SAT. Students will be evaluated on outside reading assignments. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

1020 ENGLISH I Honors	4	Grade 9
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This course is designed to meet the needs of students who have consistently demonstrated both outstanding ability and motivation in all phases of language arts. The curriculum includes an accelerated program in classical and modern literature, revolving around the themes of self-identity, love and hate, and the concept of the hero. Each of these humanities-based units focuses on an analysis of a major literary work, in addition to poetry, short stories, nonfiction, and artistic selections. The curriculum also includes weekly composition experiences emphasizing logical and effective expository thinking, a review of grammar and usage skills as necessary, advanced vocabulary study, and a literary research paper. Active participation in class discussions is encouraged and expected. This course includes preparation for both MCAS and the new SAT. Students will be evaluated on outside reading assignments. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Grade 8 teacher recommendation is strongly suggested.*

1100 ENGLISH II Academic	4	Grade 10
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This course offers a survey of American literature through the study of drama, novels, short stories, poetry, and nonfiction. Students are given intensive experiences in all language skill areas: reading, writing, speaking, listening, viewing and analysis. This course continues to emphasize writing and language skills; students will be expected to compose multi-draft argument, expository, and narrative essays. This course includes preparation for both MCAS and the new SAT. Students will be evaluated on outside reading assignments. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: English I*

**1120 ENGLISH II Honors****4****Grade 10**

This course offers the able and serious student a comprehensive program in literature, composition, speech, accelerated vocabulary work, and grammar. Classical Greek, Shakespearean, and contemporary dramas are studied and compared. A traditional novelist, Fitzgerald, is read and analyzed along with selected essayists and poets. Writing assignments emphasize the critical essay and the literary term paper. Learning experiences range from those of the traditional classroom to independent research to cooperative study presentation. This course includes preparation for both MCAS and the new SAT. Students will be evaluated on outside reading assignments. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: It is strongly recommended that students earn a B or better in English I Honors or an A in English I Academic.*

**1200 ENGLISH III Academic****4****Grade 11**

This course examines major trends in the development of British literature in a study of various literary types, which may include short stories, essays, novels, and dramas. Attention will be given to vocabulary building, precise language usage, critical thinking skills, and preparation for the College Board Exams. A major unit of study will require students to produce a research paper. Preparation for the new SAT is included in this course. Students will be evaluated on outside reading assignments. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: English II*

**1220 ENGLISH III Honors****4****Grade 11**

This course continues the intensive study outlined in English II Honors. Emphasis is placed on British literature in multiple genres and styles that provide a rich variety of challenging works expressing complex themes. Frequent lengthy, analytical papers are required including a major term paper. Students are expected to become independent, critical thinkers and writers of mature, lucid prose. Class activities often include cooperative learning assignments that lead to students' insightful presentations about the subject matter. Preparation for the new SAT is included in this course. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: It is strongly recommended that students earn a B or better in English II honors or an A in English II Academic.*

**1240 Advanced Placement LANGUAGE AND COMPOSITION****4****Grade 11**

Students in this college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Summer reading and writing are required. Preparation for the SATs and the AP® English Language and Composition Exam occur throughout the year. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: It is strongly recommended that students earn a B or better in English II honors or an A in English II Academic.*

**1350 ENGLISH IV Academic****4****Grade 12**

This course is designed to offer a challenging study of world literature. It includes Shakespearean dramas, some American classics such as *Death of a Salesman*, and other major works including *Catcher in the Rye* and *Ordinary People*. The writing of college admissions essays, the application process, and preparation for the new SAT are included during semester one of this course. Outside reading is required and everyone is expected to produce a research paper on a world author or literary topic. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: English III*

**1430 ENGLISH IV Honors****4****Grade 12**

This course continues the intensive study outlined in English III Honors. Emphasis is placed on world literature in multiple genres and styles that provide a rich variety of challenging works expressing complex themes. Frequent lengthy, analytical papers are required including a major term paper. Students are expected to become independent, critical thinkers and writers of mature, lucid prose. Class activities often include cooperative learning assignments that lead to students' insightful presentations about the subject matter. The writing of college admissions essays, the application process, and preparation for the new SAT are included during semester one of this course. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: It is strongly recommended that students earn a B or better in English III Honors or an A in English III Academic.*

**1450 Advanced Placement LITERATURE AND COMPOSITION****4****Grade 12**

This intensive course is designed for students who have demonstrated mastery in English III Honors. Students will continue the study of American, British, and European literature through an extensive survey of challenging novels, plays, and poems. Emphasis will be placed on producing frequent lengthy papers that probe complex philosophical and aesthetic issues as well as writers' techniques for representing these themes. Students will also write a major term paper. Class activities will focus on students' further development as skilled, experienced interpreters of literary art. To enhance critical thinking skills, students will frequently complete timed multiple choice exams throughout the year. The writing of college admissions essays, the application process, and preparation for the new SAT are included during semester one. Emphasis is on students' writing insightful analyses, with special attention to preparation for success with the English Literature and Composition Advanced Placement Examination. The course addresses Whitman-Hanson Student Learning Expectations 1-6.

### ENGLISH ELECTIVES

**COURSE****CREDITS****GRADE****1500 ANALYZING FILM Academic****2****Grades 11-12**

This course seeks to develop a person's ability to evaluate and critically respond to film. Students will discuss and write about the visual, technical, symbolic, thematic, and artistic components of each film viewed. By examining the artistic elements of movie-making, students will learn to look at films in a new way. A major film project is required by each student. Class attendance is crucial.

**1510 CREATIVE WRITING Academic****2****Grades 9-12**

This course is designed to give students an opportunity to pursue special studies in aspects of creative writing not otherwise offered. This course teaches students strategies for focusing, planning, composing, revising and editing their writing. Students will write fiction of various lengths and styles, critique peers' work, and relate their work to professional authors.

**1511 CREATIVE WRITING II****2****Grades 9-12**

Do you wish Creative Writing lasted longer, or that you could take the class again? Well, you're in luck! Due to popular demand, the English department is offering Creative Writing II! This course digs deeper into the units explored in Creative Writing, and will be structured as a writing workshop course. Students will participate in conferences weekly where they will offer each other valuable feedback as well as critique the writing of their peers and published authors. If you're a serious writer, looking to be part of a community of other talented writers, this class is for you. This course will address Whitman-Hanson Regional High School's Student Learning Expectations 1-6.

*Prerequisite: Creative Writing (It is strongly recommended that students earn a B or better in Creative Writing.)*

**1520 WRITING CHILDREN'S LITERATURE****2****Grades 9-12**

This course will expose students to the development and production of stories for children through close

analysis of well-known authors and writing workshops. Students will read and evaluate a variety of children's literature including picture books, fairy tales, and young adult literature. Students will write a series of children's stories culminating in a major project for publication. Each student is expected to write, edit and evaluate children's literature. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**1540 GOTHIC AND HORROR LITERATURE** **2** **Grades 9-12**

*It was a dark and stormy night...*

From vampires to goblins, supernatural entities have haunted the pages of books for centuries. In this course, we will explore the genres of gothic literature and horror literature using a mixture of short stories, novels, graphic novels, and film. We will uncover the difference between fear and obsession, terror and horror, and sift through historical and psychological influences of this macabre style of writing. Are people inherently good, or are they evil? How does gothic/horror impact human nature? Do you dare to put your fears aside and step inside the world of gothic literature? Throughout this course, students will write a short story using gothic themes and styles as an overarching summative assessment for the course. This course will address Whitman-Hanson Regional High School's Student Learning Expectations 1-6.

**1541 TEEN LITERATURE** **2** **Grades 9-12**

Why would you take another English class? You will take this class because, finally, someone is going to ask you read stories *about all the things that are happening to you and your friends*. In this semester long course students will be required to read and explore four novels. Each novel will feature an adolescent protagonist and focus on themes relevant to the teen experience. The novels read in class will include an example of popular modern fiction, historical fiction, fantastical fiction and a student selected novel. For too long you and your friends have been dragged, unhappily, through old, dated, distant, doddering literature that fails to speak with a teenager's voice. All of that changes with this class. This course will address Whitman-Hanson Regional High School's Student Learning Expectations 1-6.

**1542 BEHIND THE MASK: A STUDY OF THE SUPERHERO** **2** **Grades 9-12**

Superman, Batman, Captain America, Wonder Woman, and Spider-Man...these classic characters are the foundation of the modern superhero. Since their creation, these all-American icons have endured through decades of war, triumph, and scandal, constantly evolving to reflect the country's changing values in a tumultuous world. From World War II and Vietnam, to Watergate and the tragedy of 9/11, these mythic heroes embody America's deepest fears and greatest aspirations. In this course, students will study the impact that changing times has had on the evolution of the superhero and explore how this uniquely American mythology developed and where it is headed in the future. This course will address Whitman-Hanson Regional High School's Student Learning Expectations 1-6.

### COMMUNICATIONS

The Communications Program recognizes the need for all students to be effective communicators. To achieve this goal, courses provide opportunities for interaction in and an examination of the parts of the communication process. Major goals of the program, in addition to providing a variety of speech experiences for the students, are to emphasize the impact of mass media on our individual and collective lives, and to stress the power and responsibilities of the communicator.

COURSE	CREDITS	GRADE
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<b>1720 INTRO TO TV/RADIO PRODUCTION</b>	<b>2</b>	<b>Grades 9-12</b>
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Students will learn various TV and Radio production skills including: lighting, audio, video, ENG/studio camera, directing, technical directing and editing. Students will produce projects which will be integrated into the daily Whitman-Hanson newscast by the news team as well as develop other programming for both the school radio and TV stations. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

<b>1730 TV PRODUCTION II</b>	<b>2</b>	<b>Grades 10-12</b>
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Now that students have a strong foundation in the development of TV projects, the next step is the implementation into a full TV show. Students will learn all of the elements which make up a working TV studio

including: directing, producing, writing, set designing and on-air performing. In addition, students will learn Adobe Premiere editing system as well as After-Effects and other programs in the Adobe Creative Suite Package. Student work will be displayed to the school and to the community via channel 98. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**1780 WHITMAN-HANSON NEWS TEAM**

**2**

**Grades 10-12**

Students in this class will produce a daily Whitman-Hanson newscast. Students will work in various roles both in front of and behind the camera. In addition to the daily newscast, students will be required to complete a special project in cooperation with two other classmates. Some examples of a special project include: local documentary, coverage of a WH sporting event or student activity, staff biography or entertainment style talk show. *Students must complete courses 1720 and 1730 in order to take this course.* This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**FINE ARTS AND MUSIC**

The Fine Arts and Music programs offer a wide selection of experiences in the musical and artistic development of students of all abilities and interests. Curriculum offerings within these areas provide a solid foundation in the basic principles of art and music with opportunities for specialization, growth, and personal artistic expression. Each of the Fine Arts and Music offerings presents interdisciplinary challenges and provides opportunities for the incorporation of the students' expectations within the curriculum. The student expectations include the ability to (1) Read, write, and communicate effectively; (2) Use technologies effectively; (3) Apply critical thinking skills to solve problems; (4) Creatively explore and express ideas; (5) Work effectively both individually and collaboratively; (6) Demonstrate personal, social, and civic responsibility. These expectations shall be referred to by number in the course descriptions that follow. A major goal of both of the Fine Arts and Music programs is to help students to develop their personal talents, to value and enjoy artistic and musical expression, and to understand the role of art and music in the cultural evolution of mankind.

**COURSE**

**CREDITS**

**GRADE**

**2000 BAND**

**2**

**Grades 9-12**

This course provides the instrumental music student with a small ensemble playing experience. Students work on a variety of musical styles that raise their level of performance. Freshman band students are encouraged to take this course during the 1<sup>st</sup> semester to ease their transition into the high school band. This course may be taken twice during any one school year. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Audition*

**2060 CHORUS**

**2**

**Grades 9-12**

The choral program encompasses a wide variety of music styles and periods with an accent on appreciation through performance. Rehearsals and performances after school and/or evenings are required as part of this course in order to insure quality performances. This course may be taken twice during any one school year. This course addresses Whitman-Hanson Student Learning Expectations 1, 3-6.

**2100 BEGINNING GUITAR (Level I)**

**2**

**Grades 9-12**

This course is designed as an introductory course in guitar for the beginning student. The class will be introduced to the fundamentals of sight-reading, basic chord structure, rhythm techniques, progressions and chord charts. The students will be required to perform classical, popular and rock selections, both individually and within ensemble and combo structure. Considerable practice outside of class time is required. Students must provide their own instruments. This course addresses Whitman-Hanson Student Learning Expectations 1, 3-6.

**2101 BEGINNING GUITAR (Level II)****2****Grades 10-12**

This class is offered to students that have taken and passed Beginning Guitar (Level I) and are interested in continuing their studies of the instrument. Students will continue to work on technique, song repertoire, scale and chordal studies towards improving their technical and musical abilities on the guitar. Considerable practice outside of class is required to be successful. Students must provide their own instruments. This course addresses Whitman- Hanson Student Learning Expectations 1, 3-6.

**2110 ADVANCED GUITAR (Level III)****2****Grades 10-12**

Advanced Guitar is designed for the student who taken and passed Beginning Guitar (Level II) has training, interest and ability in guitar performances in an ensemble or combo structure. Through the use of transcriptions, ear training, audio and video performance recordings, the class will learn to perform a variety of works tailored to the abilities of the participants. Although recording will be used as a learning tool, the major focus is toward improvement of five performance techniques. Considerable practice outside of class time is required. Students must provide their own instruments. This course addresses Whitman- Hanson Student Learning Expectations 1-6.

*Suggested: Beginning Guitar Level II, Audition or prior written approval by the instructor*

**2111 ADVANCED GUITAR (Level IV)****2****Grades 10-12**

Advanced Guitar is designed for the student who taken and passed Advanced Guitar (Level III) and has training, interest and ability in guitar performances in an ensemble or combo structure. Through the use of transcriptions, ear training, audio and video performance recordings, the class will learn to perform a variety of works tailored to the abilities of the participants. Although recording will be used as a learning tool, the major focus is toward improvement of five performance techniques. Considerable practice outside of class time is required. Students must provide their own instruments. This course addresses Whitman- Hanson Student Learning Expectations 1-6.

*Suggested: Advanced Guitar Level III, Audition or prior written approval by the instructor*

**2120 BEGINNING POP ROCK ENSEMBLE****2****Grades 9-12**

This course is designed to introduce students to the technical and performance aspects of starting a band. The course will introduce students to performing, recording and producing music in a wide variety of popular and rock styles. Students will also be introduced to the procedures, techniques and equipment used to record a band. Students should have some experience on their chosen instrument, including voice and will need to have their own equipment available for class on a daily basis. Success in the class depends on students working together to create a marketable product. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**2130 ADVANCED POP ROCK ENSEMBLE****2****Grades 9-12**

This course is designed to meet the needs of students with at least 1 year experience playing in a rock band and on their chosen instrument. Students will need to have their own equipment available for class on a daily basis. The course will focus on performing, recording and producing music in a wide variety of popular and rock styles. Students will further explore the techniques and equipment used in the recording process. Success in the class depends on students working together to create a marketable product for live performances! This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Teacher Recommendation needed*

**2150 INTRODUCTION TO MUSIC TECHNOLOGY****2****Grades 9-12**

This course introduces students to the tools and techniques for effectively utilizing audio in the context of digital multimedia and the internet. Students will use computers for recording, editing and mixing digital audio. Specific software programs will be used to familiarize students with sequencing, notating and recording music. The students will integrate these programs into the creation of music projects for presentation in class. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**2160 MUSIC TECHNOLOGY II****2****Grades 10-12**

For students who have completed Intro to Music Technology I, this class continues the study of software applications for creating music projects. This class will include the study of recording techniques and hands on experience in the fundamentals of live music. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Successful completion of Introduction to Music Technology*

**2290 PAINTING MODERN ART****2****Grades 10-12**

*This course will be offered during the 2019-2020 school year.*

This is a hands-on painting course that focuses on the innovations made to the field of painting as artists began to question the need for realism and began to experiment with the expressive qualities of both the subject and the materials. Students will draw inspiration from artists as diverse as El Greco, Picasso, Lichtenstein and Pollock. The course will focus on art movements that broke from traditional observation and realism in order to develop the more expressive and conceptual qualities of art. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Successful completion of Art Foundations*

**2300 ART FOUNDATIONS****2****Grades 9-12**

Art Foundations is the introductory offering in the Fine Arts Department. This course covers basic methods, materials and concepts unique to the visual arts and places a strong emphasis on the Elements and Principles of Design. Students will explore art as a means of expressing ideas and communicating effectively by completing hands-on projects and written responses. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**2310 ART WORKSHOP****2****Grades 9-12**

Art Workshop will take a non-traditional approach to design by exploring art forms through authentic, real world assignments that may include printmaking, collage, sculpture, mixed media and interior, textile, or fashion design. Students will gain and integrate design knowledge while exploring a variety art and design related fields of study. Students will work individually and in groups to identify and meet challenges in a creative and expressive manner. The course will emphasize effective communications skills, time management, teamwork and other qualities expected in the professional art environment. There will be a focus on ways that artists can communicate with and impact society and the community in a positive manner. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Successful completion of Art Foundations*

**2320 DRAWING****2****Grades 10-12**

This course will explore a variety of drawing processes, methods and materials through the review and analysis professional drawings and illustrations. There will be a strong emphasis on developing observational skills and working from life. Students will explore and express their ideas by integrating knowledge learned in Art Foundations, analysis of artistic process and their own creative ability. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Successful completion of Art Foundations or permission of instructor.*

**2330 PAINTING: SUBJECT, MEDIUM & TECHNIQUE****2****Grades 10-12**

This course will explore a variety of painting techniques, subjects, and materials through the review and analysis of famous paintings and traditional concepts. Students will explore a variety of media such as watercolor, oil, and acrylic paint. They will express their ideas by integrating knowledge learned in Art Foundations, analysis or artistic process and their own creative ability. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Successful completion of Art Foundations and Drawing*

**2340 CERAMICS I** 2 Grades 10-12  
This ceramics course will integrate knowledge of the artistic process with an emphasis on problem solving and self-expression. The course will focus on basic terms, techniques, and processes used to create functional ceramic pieces. Students will analyze the work of artisans from various cultures and identify their own abilities to use ceramics as a tool of social and civic value. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**2350 CERAMICS II– Mixed Media Sculpture** 2 Grades 10-12  
This course encourages the creative process and three-dimensional self-expression. Students will incorporate knowledge of ceramic technique and process gained in Ceramics I, with advanced study, and their own personal and creative interests. There will be a strong focus on clay as a sculptural material to be combined with other three dimensional media. Students may need to supply some materials based on their own creative choices. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Successful completion of Ceramics I*

**2360 DIGITAL PHOTOGRAPHY I** 2 Grades 10- 12  
This course is designed to teach students basic photographic digital process and imaging. In the first half of the course through a variety of assignments, extensive instruction and practice in the technical and historical aspects of photography will be covered. Learning digital camera controls and computer programs such as Adobe PhotoShop will be explored. The second half will place emphasis on photography as a creative communications vehicle and as an art form demonstrating the application and understanding of elements of composition, lighting, and design. The class is open to all students who have a willingness to learn about, as well as do digital photography in a computer lab environment. Students are encouraged to have the use of their own digital camera. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**5921 VISUAL MERCHANDISING** 2 Grades 10- 12  
This course is a co-taught collaboration between Business Retailing and Digital Photography. Visual Merchandising is a project-oriented class based on real world experiences: students who represent a business (The Panther’s Den School Store) and/or serve as a vendor that could be hired by that business (Digital Photographers, Graphic Designer, Layout Specialist). Students will be selecting and designing the merchandise to be sold in the school store, as well as the marketing materials used to drive in customers. This course will allow students to gain skills and experience in the areas of Business and Visual Arts while bringing the two together. This is one class split into two rotating sections [A-B] scheduled during the same period. Students will switch teachers every other week to focus on Business Retailing or Digital Imaging. Both class sections will regularly meet together for joint lessons and/or projects. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**2380 INTRODUCTION TO COMPUTER GRAPHICS** 2 Grades 9-12  
Computer generated graphic design, typesetting, and image manipulation are becoming the industry standard in the business and design fields. Using currently available software, this course will provide an overview of the constantly changing technology. The computer graphics course will assign specific assignments in select areas including: Typography, font selection, logo design, illustration, image manipulation, and electronic layout. Many of the assignments are directed toward school and community related needs. Enrollment is open to any student willing to work in a computer lab environment. Class size is limited. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**2381 COMPUTER GRAPHICS II** 2 Grades 10-12  
This course is a progression of skills and concepts learned in Intro to Computer Graphics. Students will build on the basic design, technology and client/market criteria. Students will learn and utilize current technological programs and industry standards to use in real world applications. In and ever changing world where technology and industry evolve rapidly, our students will have the opportunity to build on their design and technological knowledge and apply critical thinking skills to develop solutions to a wide range of design problems.

**2390 CREATIVE ILLUSTRATION AND CARTOONING****2****Grades 9-12**

This course will apply the basic concepts of Art, with an emphasis on narrative art. Students will analyze the work of professional illustrators and cartoonists and explore their own ability to communicate and express themselves visually. The course assignments will recreate situations that would mirror the expectations placed on professional artists including deadlines, assigned criteria, the ability to problem solve, work as part of a team, as well as the process of drafting, revising and considering multiple solutions to an assignment. This course is open to all students who have a willingness to learn about as well as enjoy drawing and expressing their ideas creatively. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**2400 ADVANCED ART EXPLORATION****2****Grades 11-12**

This full credit course is intended for advanced art students who wish to extend their exploration of art in preparation for art related education, career, or for personal growth. Students will consider art history, aesthetics, process and criticism as part of their course work. They will be encouraged to express themselves creatively, improve their technical skills and explore new and existing areas of interest. Emphasis will be placed on personal responsibility, time management, problem solving, multiple solutions, drafting and revising, exhibiting and civic responsibilities. Students must be committed to achieving accomplished, high quality artwork which will require more time than is allotted during class. They must have a proven dedication to the study of art, be self-motivated and able to work independently. Students with previous successful experience in this course may speak with the instructor about their options for further study. This course is recommended for anyone interested in developing a portfolio for college however it is not a requirement.

*Prerequisite: It is strongly recommended that students earn a B- or above in Art Foundations, Drawing, Painting and one other Art Dept. Course, or permission of the instructor.*

**FOREIGN LANGUAGE**

The Foreign Languages curriculum is designed to provide opportunities for students to develop proficiency in French or Spanish. The curriculum is a performance and proficiency-based curriculum designed to develop learners' communication and intercultural competencies. These skills and competencies prepare learners to interact with people in our nation and around the world, as well as interpret and use information from global sources. The foreign language program is part of the students' global education and will prepare the students for the 21<sup>st</sup> Century. Foreign Language courses receive Academic, Honors or, in some instances, Advanced Placement credit. (Honors credit is given where the student is either performing above grade level or has received the recommendation of his teacher and of the Foreign Language Curriculum Director in recognition of his/her excellent academic performance in the prerequisite course(s). Advanced Placement credit is awarded to those students who, upon the recommendation of their teacher, the Foreign Language Curriculum Director and their school counselor, complete a specific, predetermined curriculum at the highest level of the language sequence offered.

All students pursuing Foreign Language study are routinely expected to be able to meet the Whitman-Hanson Student Learning Expectations while communicating in the target language appropriate to the level they are studying.

The Whitman-Hanson Regional High School Student Shall:

1. Read, write and communicate effectively.
2. Utilize technologies appropriately and effectively
3. Apply critical thinking skills.
4. Explore and express ideas creatively.
5. Participate in learning both individually and collaboratively.
6. Demonstrate personal, social, and civic responsibility

Parents and students should be aware that any of the Foreign Language Practicum courses as well as Honors, Advanced Placement and other advanced level courses---French, Spanish IV, V and beyond---may not be scheduled if sufficient numbers of students do not elect them.

Students will also have the opportunity to connect with the Spanish and French community through the

Language Lab and the Internet.

\*Please see page 11 of the Program of Studies for the Global Awareness Certificate academic requirements.

COURSE	CREDITS	GRADE
<b>3000 FRENCH I Academic</b>	<b>4</b>	<b>Grades 9-12</b>
This course introduces students to the basic skills of listening, speaking, reading and writing. Students listen and respond to the teacher, to selected authentic sources and to each other in order to hear correct spoken language and to practice pronunciation and intonation. Narratives and conversation with questions and answers are used to introduce students to new vocabulary, language structure and various aspects of French/francophonic Culture. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.		

<b>3020 FRENCH II Academic</b>	<b>4</b>	<b>Grades 9-12</b>
This course includes a continuation of communicative skills learned in French I, plus a stronger emphasis on reading and writing through continuous vocabulary building. More advanced grammatical forms will be learned which will include irregular verbs and idioms. Simple conversation(s) utilizing newly acquired vocabulary, showing French cultural influence worldwide, will be enhanced through the use of tapes and videos as well as the text. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.		

*Prerequisite: Successful completion of French I Academic.*

<b>3040 FRENCH II Honors</b>	<b>4</b>	<b>Grades 9-12</b>
This course is designed for those students with demonstrated strengths in Foreign Languages who have been recommended by their teacher and by the Foreign Language Curriculum Director; it is designed especially for those who intend to complete no less than a three-year sequence in French. French II Honors includes a continuation of the listening, speaking, reading and writing skills developed in French I, plus a stronger emphasis on reading and writing through continuous and more extensive vocabulary building than in academic-level French. More advanced structure including irregular verbs and expressions will be learned at a faster pace. French cultural influence worldwide will be studied more in depth in this course also. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.		

*Prerequisite: It is strongly recommended that students earn a grade of A in French I Academic or recommendation of the Foreign Language Curriculum Director.*

<b>3100 FRENCH III Academic</b>	<b>4</b>	<b>Grades 10-12</b>
This course continues to develop and refine the skills of listening, speaking, reading and writing. Textual materials, tapes, slides and supplementary materials (e.g., magazines, newspapers, literature, etc.) continually bring the student into contact with the lives of French-speaking people throughout the world. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.		

*Prerequisite: Successful completion of French II Academic or teacher recommendation*

<b>3120 FRENCH III Honors</b>	<b>4</b>	<b>Grades 10-12</b>
This course is intended for the serious language student with strong language skills and a sincere interest in and commitment to developing his/her language skills at an accelerated pace. While students will have the opportunity to strengthen their conversational, reading and writing skills, more attention will also be given to the cultural component of the course. In addition to the text(s), students will use authentic audiovisual materials to study the French contribution to history, literature and the arts. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.		

*Prerequisite: It is strongly recommended that students earn a grade of B+ in French II Honors or the recommendation of the Foreign Language Curriculum Director.*

<b>3200 FRENCH IV Honors</b>	<b>4</b>	<b>Grades 10-12</b>
This course will accommodate students from both French III A and French III H. Its purpose is to introduce		

advanced grammatical forms and more advanced and idiomatic vocabulary. Oral work is supplemented with written materials to reinforce newly-acquired vocabulary and grammar. In addition to the text(s), students will use authentic audiovisual materials to study the French contribution to history, literature and the arts. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.

*Prerequisite: It is strongly recommended that students earn a grade of B+ in French III Academic, French III Honors or teacher recommendation.*

3250 FRENCH PRACTICUM 2 Grades 10-12  
See description on Page 25.

3300 SPANISH I Academic 4 Grades 9-12  
This course will emphasize the skills needed to learn the Spanish language—listening, speaking, reading and writing. Students will listen and respond to the teacher, to selected authentic sources and each other in order to hear the spoken language and to practice pronunciation and accent. They will read conversations, answer questions orally and in writing, and do written exercises in order to learn Spanish sentence structure and the proper use of verbs. Various aspects of Hispanic culture will be introduced. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.

3350 SPANISH II Academic 4 Grades 9-12  
This course continues to develop the skills introduced in Spanish IA with further development of vocabulary and grammatical syntax. Students will write brief compositions and will read, discuss and do written exercises including dialogues and stories. To supplement the text, authentic sources for listening and speaking practice and books containing contemporary articles and short stories will be used. Various aspects of Spanish and Latin American culture will be explored. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.

*Prerequisite: Successful completion of Spanish I Academic*

3370 SPANISH II Honors 4 Grades 9-12  
This course is designed for students with demonstrated strengths in Foreign Languages and especially for those who intend to complete a three- or a four-year sequence in Spanish. Spanish II Honors continues to develop the four skills of listening, speaking, reading and writing. In Spanish II H, there is a greater emphasis upon both oral communication and reading and writing through extensive vocabulary building and more advanced study of structure, including the indicative mood tenses and the writing of compositions. Authentic audio and written material as well as Spanish/Latin American cultural elements will supplement the text. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.

*Prerequisite: It is strongly recommended that students earn a grade of A in Spanish I Academic and recommendation of teacher or Foreign Language Curriculum Director.*

3400 SPANISH III Academic 4 Grades 10-12  
This course is designed for students with demonstrated strengths in Foreign Languages. At the third year level, the oral work, vocabulary building, grammar (including the indicative, imperative, conditional and subjunctive moods) and culture associated with Spanish I and Spanish II will continue, with speaking and reading taking on greater importance. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.

*Prerequisite: Successful completion of Spanish II Academic or teacher recommendation.*

3420 SPANISH III Honors 4 Grades 10-12  
This course is intended for the serious language student with strong language skills and a sincere interest in and commitment to refining his/her language skills at an accelerated pace. While students will have the opportunity to strengthen their conversational, reading and writing skills, more attention will be given to the cultural component of the course. In addition to the text(s), students will use assorted audiovisual materials to study the Spanish/Hispanic contribution to history, literature and the arts. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.

*Prerequisite: It is strongly recommended that students earn a grade of B+ in Spanish II Honors or Foreign Language Curriculum Director recommendation.*

**3610 SPANISH IV Academic** **4** **Grades 10-12**  
 This course is designed for students who have demonstrated a keen interest in the Spanish language. Students continue to develop the four skills of speaking, listening, reading, and writing. Emphasis is placed on oral communication, writing, and culture. Students are exposed to more advanced grammatical structures and to authentic literature, music, and films from the Spanish-speaking world. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.

*Prerequisite: Successful completion of Spanish III Academic or teacher recommendation.*

**3450 SPANISH IV Honors** **4** **Grades 10-12**  
 This course will accommodate students from both Spanish III A and Spanish III H and will focus on more advanced Spanish structures. In addition, students will read authentic Spanish/Hispanic literature, study Spanish/Hispanic culture by means of internet activities and other audiovisual media and improve their writing skills in the target language. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.

*Prerequisite: It is strongly recommended that students earn a grade of B+ in Spanish III Honors or Foreign Language Curriculum Director recommendation.*

**3500 Advanced Placement SPANISH** **4** **Grades 11-12**  
 This course is designed for the student who has successfully completed Spanish IV (Honors or Academic) and who plans on taking the Spanish Advanced Placement Examination for college credit. The course is the equivalent of a college level course in advanced composition and conversation. The course helps to prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). The student will receive training in advanced level listening, speaking, reading and writing skills. In an effort to promote self-directed evaluation, students will develop portfolios. This course addresses Whitman-Hanson Student Learning Expectations 1, 2 & 5.

*Prerequisite: Spanish IV Honors or Academic or teacher recommendation.*

<b>3250 FRENCH PRACTICUM</b>	<b>2</b>	<b>Grades 10-12</b>
<b>3600 SPANISH PRACTICUM</b>	<b>2</b>	<b>Grades 10-12</b>

These two-credit courses are intended for students who have successfully completed a minimum of two years of a Foreign Language sequence, who are interested in becoming teachers or who enjoy working with young children and would like to use their language skills to teach basic vocabulary and communication to elementary school students within the Whitman-Hanson Regional School District. Students in this course will work with their Foreign Language teacher at the High School approximately two periods each week to prepare materials and instructional strategies which they will need to teach the language to elementary students for the remaining three days of the week. Practicum students will work cooperatively with the Elementary classroom teacher whose class they are assigned to, under the supervision of their High School teacher and they will receive assistance from them/be monitored on a regular basis. This course does not count as one of the “Required Electives” which Whitman-Hanson students need for graduation and cannot be used to replace formal study of a Foreign Language for college admission. However, students may sign up for this course one or more times during their high school experience and will receive two credits each semester the course is elected. Students are expected to provide their own transportation to/from the elementary school assigned. These courses address Whitman-Hanson Student Learning Expectations 1, 2 & 5.

*Prerequisite: Successful completion of I and II level courses in the appropriate Foreign Language and the recommendation of their Foreign Language teacher and the Foreign Language Curriculum Director.*

## MATHEMATICS

The goal of the Whitman-Hanson Regional High School mathematics program is to prepare all students for success in college and/or career by developing their critical thinking, reasoning, problem-solving, and interpersonal skills and by presenting them with appropriately advanced mathematical concepts as determined by the Massachusetts state curriculum frameworks. Additionally, the members of the high school mathematics department strive to instill the importance of grit, perseverance, and a belief in the ability to improve and achieve as a learner in their students.

### MATHEMATICS COURSE OFFERINGS (2018-19)

TYPE OF COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
CORE	Geometry Academic (4260)	Geometry Academic (4260)	Algebra II Academic (4300)	Applied Mathematics Academic (4571) Pre-Calculus Academic (4350)
		Algebra I Academic (4050)		Honors Statistics (4601) AP Statistics (4670)
	Geometry Honors (4270)	Algebra I & II Honors 4290	Pre-Calculus Honors (4400)	Honors Calculus (4450) AP Calculus AB (4500)
ELECTIVES	Foundations of High School Math (4572)			
		AP Statistics (4670)		

COURSE	CREDITS	GRADE
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4050 ALGEBRA I Academic	4	Grade 10
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This course takes the idea of constant rate of change from students' study of linear functions and systems of linear equations in 8<sup>th</sup> grade and extends it to exponential and quadratic relationships. Students in this course will attain a deeper level of understanding through real-world applications and statistical connections. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

4260 GEOMETRY Academic	4	Grade 9
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This course investigates plane (the study of figures in two dimensions), solid (the study of figures in three dimensional space), and analytical geometry (the study of position in space determined by coordinates), which include translations, right triangle trigonometry, conditional probability, and algebraic reasoning. Students in this course will attain a deeper level of understanding through real-world applications. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

4270 GEOMETRY Honors	4	Grade 9
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This course investigates plane (the study of figures in two dimensions), solid (the study of figures in three dimensional space), and analytical geometry (the study of position in space determined by coordinates), which include translations, right triangle trigonometry, conditional probability, and algebraic reasoning. Students in

this course will attain a deeper level of understanding through real-world applications. This course moves at a slightly faster pace and is slightly more demanding than 4260 *GEOMETRY Academic*. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Students should have demonstrated an interest in math and been recommended by their 8<sup>th</sup> grade or 4050 ALGEBRA I Academic teacher.*

4290 ALGEBRA I & II Honors 4 Grade 10

During the first half of this course the idea of constant rate of change from students' study of linear functions and systems of linear equations in 8<sup>th</sup> grade is extended to exponential and quadratic relationships. In the second half of this course, students will study polynomial, radical, and rational functions. Students in this course will attain a deeper level of understanding through real-world applications and statistical connections. This course is intended and required for students who plan to take calculus in senior year. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Students should have demonstrated an interest in math and earned an A- or better in 4260 GEOMETRY Academic or a B- or better in 4270 GEOMETRY Honors.*

4300 ALGEBRA II Academic 4 Grade 11

This course expands on the study of linear, exponential, and quadratic relationships in Algebra I by introducing and investigating the characteristics of polynomial, radical, logarithmic, rational and trigonometric equations and functions. Students in this course will attain a deeper level of understanding through real-world applications, statistical connections, and data analysis. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Students should have successfully completed ALGEBRA I & GEOMETRY.*

4350 PRE-CALCULUS Academic 4 Grade 12

This course completes the study of functions from Algebra II by further investigating the characteristics of rational functions. Additional aspects of trigonometric functions, including their inverses, the unit circle, and trigonometric identities, are covered, along with polar graphs, conic sections, and parametric equations. This course addresses Whitman-Hanson Student Expectations 1–6.

*Prerequisite: Students should have demonstrated an interest in math and successfully completed Algebra II.*

4400 PRE-CALCULUS Honors 4 Grade 11

This course completes the study of functions from Algebra II by further investigating the characteristics of rational functions. Additional aspects of trigonometric functions, including their inverses, the unit circle, and trigonometric identities, are covered, along with polar graphs, conic sections, and parametric equations. This course moves at a faster pace and is more demanding than 4350 *PRE-CALCULUS Academic*. It also includes an introduction to such calculus concepts as limits and continuity. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Students should have demonstrated an interest in math and earned a B- or better in 4320 ALGEBRA II Honors or an A- or better in 4300 ALGEBRA II Academic.*

4450 CALCULUS Honors 4 Grade 12

This course begins with a review of various functions, including polynomial, rational, trigonometric, exponential, and radical. From there, the concepts of limits, continuity, differentiation, and integration are introduced and applied to functions of these types. Applications to related rates, optimization, area and volume of surfaces of revolution, and differential equations are also introduced. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Students should have earned a C- or better in 4400 PRE-CALCULUS Honors or a B- or better in 4350 PRE-CALCULUS Academic.*



COURSE	CREDITS	GRADE
<b>4699 INTRODUCTION TO COMPUTER PROGRAMING</b>	<b>2</b>	<b>Grades 9-12</b>
<p>This is a semester course designed to introduce students to computer programming with the JavaScript and Java languages. No prior knowledge of computing is assumed. Students will learn to program a computer to aid in the solution of various problems, data manipulation, graphics involving applets, and simple programming commands. Attention will be given to input/output procedures, conditional statements, loops, and storage with different data types. The completion of several independent projects will be required. This course is a prerequisite for AP Computer Science A (unless waved by the Math Curriculum Director).</p>		

<b>4700 Advanced Placement COMPUTER SCIENCE</b>	<b>4</b>	<b>Grades 11-12</b>
<p>This course will introduce students to computer object-oriented programming in Java. Through the use of algorithms and good programming techniques, students will write logically structured, well-documented computer programs. Attention will be given to input/output procedures, program annotation, algorithms, and data types and structures. Major topics will include computer systems, objects and primitive data, program statements, writing classes, working with applets, enhancing classes, arrays, and inheritance. Students will work independently and/or cooperatively on varied assignments and projects. This course is designed for students who are planning to major in business, engineering, science, mathematics, or computer science. The AP Computer Science Exam is in JAVA. This course addresses Whitman-Hanson Student Learning Expectations 1-6.</p>		

*Prerequisite: Students should have a strong interest in computer science and some programming experience.*

### CONSUMER SCIENCE

Consumer Science program offers students career and life skill learning opportunities. Practical applications of math, reading, science, and social science skills are utilized to prepare students for careers and independent living. Skills include: selecting, storing, and preparing foods; evaluating food fads and diets; and, interpreting food label. Each of the Consumer Science courses present interdisciplinary challenges and provide opportunities for the incorporation of the WHRHS Students Expectations within the curriculum.

The Student Expectations include the ability to:

- (1) read, write and communicate effectively.
- (2) utilize technologies appropriately and effectively mathematics.
- (3) apply critical thinking skills.
- (4) explore and express ideas creatively.
- (5) participate in learning both individually and collaboratively.
- (6) demonstrate personal, social, and civic responsibility.

These expectations shall be referred to by number in the course descriptions that follow.

COURSE	CREDITS	GRADE
<b>5000 INTRO TO CULINARY ARTS</b>	<b>2</b>	<b>Grades 9-12</b>
<p>This is an introductory course in basic food preparation. Kitchen equipment and safety, safe food handling, correct measuring techniques, cooking terms, following simple recipes, basics of table setting, proper manners, nutrition and the food pyramid, as well as units on quick breads, yeast breads, cookies, breakfast foods, fruit, and vegetables are also explored. This course provides basic life skills for all students who will be responsible for purchasing and preparing their own food in the near future. This course addresses Whitman-Hanson Student Learning Expectations 1-6.</p>		
<b>5020 CULINARY AND RESTAURANT II</b>	<b>2</b>	<b>Grades 10-12</b>
<p>Students at this level will explore more advanced management skills and responsibilities. Units of study will include: soups and sauces; sandwiches; meats; poultry; desserts; and assorted baked goods. Students will be</p>		

expected to assist in running the school restaurant (Courtyard Cafe). This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**5040 RUNNING A RESTAURANT: THE COURTYARD CAFÉ: I 2 Grades 11-12**  
Students enrolled in this class will encompass the units learned earlier as they use creativity developing menu plans; gain a respect for financial accountability; implement marketing techniques and skill; utilize a Point-of-Sales (POS) System; learn cooperation and teamwork which are essential in any business establishment especially consumer based. Students are able to schedule one, or two semesters a total of 6.0 credits. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

*Prerequisite: Successful completion of Culinary and Restaurant Management and teacher recommendation.*

### **BUSINESS AND TECHNOLOGY**

Business Education is a road to the future. The curriculum is designed to contribute to the economic and computer literacy of all students. Traits that are taught in the curriculum include positive attitude, adaptability, dependability, loyalty and interpersonal skills. The courses offered provide exciting and challenging opportunities. They are stepping-stones for students continuing their education after high school or entering the work force.

The Business Education Department believes in an educational experience that reflects the needs of the workplace. The “Partners in Business” Internship Program exposes the student to all areas of the workplace. Employees from participating businesses serve as mentors and assist each student in learning skills and understanding the work environment. Through service projects, students become actively involved in their community, learn how important their personal efforts can be, and apply academic skills to a real-world situation.

Each of the business education offerings present interdisciplinary challenges and provide opportunities for the incorporation of the student’s expectations within the curriculum. The student expectations include the ability to (1) Read, write, and communicate effectively; (2) Use technologies effectively; (3) Apply critical thinking skills to solve problems; (4) Creatively explore and express ideas; (5) Participate in learning both individually and collaboratively; (6) Demonstrate personal, social, and civic responsibility. These expectations shall be referred to by number in the course descriptions that follow.

<b>COURSE</b>	<b>CREDITS</b>	<b>GRADE</b>
<b>5510 COMPUTER APPLICATIONS FOR THE 21<sup>st</sup> CENTURY Academic 2</b> Students will review keyboarding skills and work with the following applications: MS Word, MS Excel, MS PowerPoint, MS Access, MS Outlook, MS Publisher, MS FrontPage and Internet explorer. Students use project-based simulations and on-line MOUS training and assessment to obtain proficiency in the first level of these applications. This course may be used to fulfill 2.0 credits of a student’s technology credits. This course addresses Whitman-Hanson Student Learning Expectations 1-6.	<b>2</b>	<b>Grades 9-12</b>
<b>5550 WEB PAGE DEVELOPMENT Academic</b> This project-based course will teach students the fundamentals of web page construction utilizing a modern WYSIWYG editor. Students will be presented organizational and page management concepts that enhance the final project. Emphasis will be placed on utilizing personal skills to develop an effective approach to visual communication and a means to attain it in this electronic medium. Students will be introduced to the Microsoft Expression Web authoring tool to effectively integrate images, sounds and text for efficient web site display. Other graphic programs will be utilized as needed to enhance the use of images and graphics in web page construction. This course may be used to fulfill 2.0 credits of a student’s technology credits. This course addresses Whitman-Hanson Student Learning Expectations 1-6.	<b>2</b>	<b>Grades 11-12</b>
<b>5560 COMPUTER AIDED DESIGN (CAD)</b> This course will better prepare our students for an ever changing, technological world and to meet	<b>2</b>	<b>Grades 9-12</b>



is designed to prepare students to recognize and understand how the law works in their community as well as inform students of their legal obligations and rights. Students may also compete in DECA competitions and conferences. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**5700 ACCOUNTING I Academic 2 Grades 10-12**

Accounting is the language of business. In this course, students will become familiar with common accounting terminology and how to use this terminology to tell the story of a business; or read the story of a business. This course introduces students to the concept of generally accepted accounting principles. Students will learn about the accounting cycle and accounting reports. The study of accounting prepares students who plan to further their education in the business field. Technology is utilized daily. This course offers the student a chance to compete with DECA. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**5810 EXPERIENTIAL LEARNING & LEADERSHIP (FORMERLY CSL) Academic 2 Grade 12**

This course is designed to give eligible seniors an opportunity to explore careers and leadership styles. Students will gain exposure to workplace skills not easily obtained in a classroom setting through a strategically selected internship aligned with future career ambitions. Students will apply what is learned in class while attending their internship and report back to class on their experiences. These work-based learning situations are intended to support the student's academic program by providing transferable skills that will expand their career and educational options. Seniors have the opportunity to integrate learning with the needs of local employers by participating in an unpaid internship at the worksite. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**5900 MARKETING 2 Grades 9-12**

In this course students will learn and apply the foundations and functions of marketing, management and learn to make rational economic decisions. Emphasis is placed on merchandising, new product development and advertising techniques. This class also supports the DECA program and students will have the opportunity to join DECA. Students will enhance their oral and written communications as well as computer skills. This course addresses Whitman-Hanson Student Learning Expectations 1-6.

**5921 VISUAL MERCHANDISING 2 Grades 10-12**

This course is a co-taught collaboration between Business Retailing and Digital Photography. Visual Merchandising is a project-oriented class based on real world experiences: students who represent a business (The Panther's Den School Store) and/or serve as a vendor that could be hired by that business (Digital Photographers, Graphic Designer, Layout Specialist). Students will be selecting and designing the merchandise to be sold in the school store, as well as the marketing materials used to drive in customers. This course will allow students to gain skills and experience in the areas of Business and Visual Arts while bringing the two together. This is one class split into two rotating sections [A-B] scheduled during the same period. Students will switch teachers every other week to focus on Business Retailing or Digital Imaging. Both class sections will regularly meet together for joint lessons and/or projects

**5922 DIGITAL CITIZENSHIP 2 Grades 10-12**

This course will demonstrate the use of digital resources and media, as well as social communication platforms. It strives to incorporate these tools in a creative, safe, and collaborative environment. Students will use the high school resources as well as BYOD. The course also will include a discussion of universal design, legal and ethical concerns for our digital natives. The format of the course will be case studies, projects and discussions.

**5923 HOSPITALITY MARKETING 2 Grades 10-12**

The field of hospitality is rapidly growing. Many colleges, universities, and high schools offer specialization in hospitality marketing. Discussed will be topics such as strategies in hotel management and location, types of lodging, key players and services, information and risk management. This course will give you a perspective on how marketing shapes the future of the hospitality industry and possible career opportunities. Learn how marketing functions are applied to the hospitality industry. The basic functions such as product/service management, product and service management, marketing-information management, financing, pricing, and promotion will be explored as it relates to hospitality. By presenting key marketing concepts using real examples

learning becomes easier and more permanent. Concepts in the book will be reinforced by using the Virtual Business Hotel online simulation program.

**5924 SPORTS & ENTERTAINMENT MARKETING**

**2**

**Grades 10-12**

The field of sports and entertainment marketing is rapidly growing. Many colleges, universities, and high schools offer specialization in sports and entertainment marketing. Sports & Entertainment marketing careers are currently in high demand. More and more students are moving into these careers and seeking out colleges that offer these programs. Sports & Entertainment are important parts of our modern economy and we should help students determine if this is the right career choice for them. Fans and companies spend billions of dollars each year on sports. Entertainment is one of the largest exports from the US to the rest of the world. In this course students will explore core standards of marketing and be able to take the first step into the world of sports and entertainment marketing. Learn how marketing functions are applied to S&E. The basic functions such as product/service management, distribution, selling, marketing-information management, financing, pricing, and promotion will be explored. Students will learn how to relate each of the functions listed above to the S&E industry. By presenting key marketing concepts using real examples from sports and entertainment, learning becomes easier and more permanent. Concepts in the book will be reinforced by using the Virtual Business Sports & Entertainment online simulation program.

**4800 Advanced Placement COMPUTER SCIENCE PRINCIPLES**

**4**

**Grades 10-12**

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. No prior knowledge of computing is assumed. With a unique focus on creative problem solving and real-world applications, this course prepares students for college and career by providing them opportunities to collaborate and pursue interests collectively.

*Prerequisite: Students should have a demonstrated a high level of maturity, creativity, and a willingness to work with others.*

### **HISTORY AND SOCIAL STUDIES**

History and Social Studies education at Whitman-Hanson Regional High School is offered in mutually supportive academic programs featuring the following core subject areas: World History and United States History. There are Behavioral Science courses as well as a number of other elective offerings. There is a four year Honors/Advanced Placement Program for those students who desire work at this academic level.

All of the courses in the Department are designed to enhance the academic, moral and civic growth of each student, while fostering an appreciation of our democratic heritage and an awareness of America's role in an interdependent world community. Across the curriculum special emphasis is placed upon building and reinforcing writing skills and a capacity for critical and creative thinking. It is the Department's intent to prepare each student to become an active and effective citizen - one who has acquired a deep knowledge of both the tools of self-government as well as the state, national and world history that results in sound judgment and informed insights about the human condition.

Whitman-Hanson students are required to earn twelve credits in History/Social Studies in order to satisfy graduation requirements. The History/Social Studies core course sequence includes: Modern World History, Modern United States History, American Government, and electives. All students need to acquire four credits in both Modern United States History and American Government in order to graduate.

#### **WORLD HISTORY:**

At least four credits of Modern World History (Academic or Honors) are scheduled in the freshman year. The following electives support World History:

*Current Issues: America and the World Academic*

*Global Studies Independent Research Academic or Honors*

*AP Modern European History*

*Modern China: The Fall and Rise of the Middle Kingdom Academic*

*September 11 and the War on Terror Academic*

\*Please see page 11 of the Program of Studies for the Global Awareness Certificate academic requirements.

**UNITED STATES HISTORY:**

All students not enrolled in the Advanced Placement program are required to take Modern United States History during their Sophomore year and American Government (beginning with the Class of 2019) in their Junior year. The class of 2018 will take Modern United States History for a Junior year core course. Students are required to pass Modern United States History.

The following electives support the United States History program:

- Assassinations and their Impact on American Political History Academic*
- Civil War Showdown: North vs. South 1861 – 1865 Academic*
- World War I: Impact in the 20th Century Academic*
- World War II: Impact in the 20th Century Academic*
- The Vietnam War: A Crisis of Conscience Academic*
- Current Issues: America and the World Academic*
- September 11 and the War on Terror Academic*

**BEHAVIORAL SCIENCE ELECTIVES:**

- Psychology Academic*
- Advanced Placement Psychology*
- Sociology Academic*

**HONORS/ADVANCED PLACEMENT PROGRAM**

Students have the opportunity to take part in the Honors/AP program throughout their entire four years. The initial program offering for ninth graders is Honors Modern World History. More choices arrive during the students’ Sophomore year when they can opt to stay with their Honors course and select Honors Modern United States History. Another choice would be to take a more rigorous course of study by moving on to Advanced Placement European History. Thus, for the Grade 11 Honors, they can select AP United States History. In their Junior or Senior years students are encouraged to take AP Psychology, AP US Government & Politics, or select courses from our Elective program. The prerequisites for all these courses are listed for each course description.

There is no “tracking” in the History and Social Studies Department. Students who find success or difficulty at any given level are free to move up or down accordingly. That said, there are common paths that many students take that are often helpful to see when planning out an academic schedule:

Grade	Academic Level	Honors Level	Advanced Placement Level
9	Modern World History (A)	Modern World History (H)	
10	Modern US History (A) Electives	Modern US History (H) Electives	AP European History Electives
11	American Government (A) Electives	American Government (H) Electives	AP United States History Electives
12	Electives	Electives	AP Psychology AP US Gov. & Politics Electives

**COURSE**

**CREDITS**

**GRADE**

**6030 MODERN WORLD HISTORY Academic**

**4**

**Grade 9**

This course provides a comprehensive examination of the political, cultural, social, and economic development of Western civilization and the world from approximately the 15<sup>th</sup> century to the present. Students in this course will study the modern history of Europe, China and Asia, Africa, and Latin America, as well as the interactions between these world regions. Throughout the course, students will continue to build their writing skills and study skills. This course addresses Whitman-Hanson Student Learning Expectations 1, 3-6.

**6050 MODERN WORLD HISTORY Honors****4****Grade 9**

This course provides a comprehensive examination of the political, cultural, social, and economic development of Western civilization and the world from approximately the 15<sup>th</sup> century to the present. Students in this course will study the modern history of Europe, China and Asia, Africa, and Latin America, as well as the interactions between these world regions. This course is designed for highly motivated students who enjoy learning about the people, cultures, and events that have shaped the modern world. The honors level is reading and writing intensive, and students will be expected to critically engage with the content of the course. Students will also be expected to complete a historical research paper. This course addresses Whitman-Hanson Student Learning Expectations 1, 3-6.

*Prerequisite: Grade 8 teacher recommendation is strongly suggested.*

**6120 MODERN UNITED STATES HISTORY Academic (1900-Present) 4****Grade 10**

This course will enable students to begin learning United States history starting with Industrial America to its current status. The course will focus on the emergence of the United States as a world power and trace the impact on American society of events taking place in Europe and around the world. The course will also concentrate on the growth of the American economy and the many, varied reform movements that were organized to address the problems that accompanied the growth of this prosperous, modern nation. Once again, special emphasis will be placed on the rights and responsibilities of citizenship with the goal of convincing students to become active participants in the democratic process. Alternative forms of assessment will become more sophisticated and demanding with the object of preparing students for state-mandated testing. Additionally, academic level students will acquire and apply the fundamental skills needed to write a historical research paper. This course addresses Whitman-Hanson Student Learning Expectations 1, 3-6.

**6140 MODERN UNITED STATES HISTORY Honors (1900-Present) 4****Grade 10**

The course will focus on the emergence of the United States as a world power and trace the impact on American society of events taking place in Europe and around the world. The course will also concentrate on the growth of the American economy and the many, varied reform movements that were organized to address the problems that accompanied the growth of this prosperous, modern nation. Alternative forms of assessment will evaluate students' ability in a variety of areas while emphasis will be placed on analytical essay writing and preparing students to excel with sophisticated techniques of historical reasoning and problem-solving. Students will be introduced to historiography and how history is written and interpreted by professional historians. Students will also be exposed to more primary source material and will be asked to analyze these documents in Document Based Questions. A historical research paper will be assigned in order to prepare students to fulfill the writing expectations of a college level history course. The overarching goal of the course will be to prepare competent independent learners who have an interest in studying history in college after high school.

*Prerequisite: Students should have earned a "B-" or better in previous Honors course, or Grade 9 teacher recommendation.*

**6151 AMERICAN GOVERNMENT Academic****4****Grade 11**

This Junior survey course is designed to teach the principles of American government as laid out in the United States Constitution, with an emphasis on preparing students to be informed members of the electorate. Students will explore the origins, principles, and practices of local, state, and federal governments, and will understand their rights and responsibilities as citizens. Skills such as reading, writing, public speaking, document analysis, and the appropriate use of technology will be emphasized. A particular focus will be placed on analyzing and interpreting current events. Students will continue to develop their writing and researching skills through the research paper process.

**6161 AMERICAN GOVERNMENT Honors****4****Grade 11**

This intensive junior survey course is designed for the highly motivated student who has a particular interest in government and politics, and will teach the principles of American government as laid out in the United States Constitution. The origins of American government, its founding documents, its many moving parts, and the mechanisms through which citizens today interact with their government will be the main topics of the course. Federal, state, and local levels of government will be compared and contrasted to provide a thorough view of current American political practice. Through reading, writing, researching, debating, and discussing, students will grapple with some of the most important social and political topics of the day as they understand their role

in contemporary American politics. Students will be required to write a research paper on a topic of their choosing related to the course.

*Prerequisite: Students should have earned a “B-” or better in previous Honors course, or Grade 10 teacher recommendation.*

**6300 Advanced Placement UNITED STATES HISTORY 4 Grade 11**

The Advanced Placement Program in United States History is a survey course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues raised by United States history. This course begins with Colonial America and goes to the present. There is special emphasis placed on understanding important political, economic, social and cultural themes during this period. A historical research paper will be assigned in order to prepare students to fulfill the writing expectations of a college level history course. The course concludes with an intensive review of American history in preparation for the advanced placement exam given in May. This course addresses Whitman-Hanson Student Learning Expectations 1, 3-6.

**6350 Advanced Placement EUROPEAN HISTORY 4 Grades 10 & 12**

The Advanced Placement program in European History is a survey course that presents an overview of European History from the Renaissance to the present. Stress will be placed upon those European political, economic, intellectual, and cultural trends that have shaped the modern Western world. Emphasis will also be placed on working with and interpreting primary documents, as well as examining prominent works of art and art movements of the age. As the May exam approaches, focus of the class will shift to specific preparation for the AP exam. Additionally, students will be required to complete a substantial college-level research paper. This course addresses Whitman-Hanson Student Learning Expectations 1, 3-6.

**6400 PSYCHOLOGY Part I Academic 2 Grades 11-12**

Students in this course will acquire, process, and apply knowledge of the major domains of psychology to everyday life. Integrated topics will include the scientific study of the behavior and the mental processes of humans. Students will explore a variety of areas in psychology while also getting a background in the foundations of psychology. Topics to be emphasized include, but are not limited to, the history and major perspectives of psychology, the use of the scientific method to gather and analyze data, established APA ethical guidelines, the impact of biology on the psychology of humans and the inner workings of biological functions, sleep and dream analysis, biorhythms, meditation, hypnosis, altered states of consciousness, sensation and perception and how perception may alter or define one’s world, as well as other numerous ways that this social science impacts daily life. This course addresses Student Learning Expectations 1, 3 –6.

**6410 PSYCHOLOGY Part II Academic 2 Grades 11-12**

Students will use their foundation of knowledge from Psychology Part A to identify, define, analyze, and think critically about a variety of key issues in the field of psychology. Topics to be emphasized include, but are not limited to, the process of learning (classical conditioning, operant conditioning, cognitive learning, observational learning) and how the processes can be related to everyday life examples, the use of learning techniques in eliminating undesirable behaviors or creating new desirable ones, aspects of memory and forgetting including investigation of memory issues related to illness and psychological trauma, methods for memory improvement, the origins and categorization of psychological disorders such as schizophrenia and dissociative identity disorder, and the various therapies available to treat mental illness. This course addresses Student Learning Expectations 1, 3 –6.

*Prerequisite: Psychology Part I*

**6450 Advanced Placement PSYCHOLOGY 4 Grades 11-12**

Students will acquire, process, apply, and integrate the history, methodology, and major perspectives of psychology, with a particular focus on the scientific method and the understanding of the statistical interpretation of data. A unit on social psychology will reinforce the methodologies and examine knowledge from a multicultural perspective that will encourage tolerance, and foster personal, social and civic responsibility. Knowledge of the biological basis of behavior, sensation and perception, and levels of consciousness will be explored. The course is specifically structured to allow students to successfully complete

the national AP exam administered in May. As the May exam approaches, focus of the class will shift to specific preparation for the AP exam. This course addresses Student Learning Expectations 1 – 6.

**6500 SOCIOLOGY Academic 2 Grades 11-12**  
Sociology enables students to acquire, process, apply and integrate the principles of society and their effect upon the individual. The basic institutions, the fundamental sociological concepts and major sociological theories comprise the first half of the course. The second half of the course identifies, defines and analyzes specific social problems with an emphasis on ways to solve those problems. Research activities are used to reinforce the student’s ability to read, write, and communicate effectively. Among those topics studied are marriage, the family, social stratification, ethnic and racial groups, collective behavior, and social change. This course addresses Student Learning Expectations 1, 3, 5-6.

**6560 CURRENT ISSUES: AMERICA AND THE WORLD Academic 2 Grades 10-12**  
This course brings the student in immediate contact with the major social, political and economic issues facing our country today. International events and problems are investigated closely. Typical areas of weekly study would include: human rights issues, economic developments and trends, superpower confrontations and cultural achievements. Students will read a variety of sources including major newspapers and national magazines. This course addresses Whitman-Hanson Student Learning Expectations 1, 3, 5-6.

**6650 ASSASSINATIONS AND THEIR IMPACT ON AMERICAN HISTORY Acad. 2 Grades 11-12**  
*Formerly entitled Defining Moments in American Political History*, this course is designed to provide a study of selected aspects of American political history through the in-depth analysis of assassinations and assassination attempts of various American presidents and significant political leaders. Motives for these crimes and the existence of conspiracies are explored. Special emphasis is placed on the assassinations of Presidents Abraham Lincoln and John F. Kennedy, the investigations surrounding them, and the impact of these assassinations on American society. This course addresses Whitman-Hanson Student Learning Expectations 1-3, 5- 6.

**6700 GLOBAL STUDIES INDEPENDENT RESEARCH Academic 2 Grades 10-12**  
Global Studies Independent Research is offered at both the Academic and Honors levels, and is a joint elective of the History and Foreign Language departments. It offers motivated students the opportunity to study a topic of high interest and complete a substantial research paper on the topic. Students will work independently throughout the Semester to research, write, and edit their paper, but will be guided by, and meet regularly with, the Independent Research advisors. This elective is also designed to fulfill the capstone project requirement for those interested in pursuing Global Awareness Certification. This course addresses Whitman-Hanson Student Learning Expectations 1-4, 6.

**6710 GLOBAL STUDIES INDEPENDENT RESEARCH Honors 2 Grades 10-12**  
Global Studies Independent Research is offered at both the Academic and Honors levels, and is a joint elective of the History and Foreign Language departments. It offers motivated students the opportunity to study a topic of high interest and complete a substantial research paper on the topic. Students will work independently throughout the Semester to research, write, and edit their paper, but will be guided by, and meet regularly with, the Independent Research advisors. This elective is also designed to fulfill the capstone project requirement for those interested in pursuing Global Awareness Certification. This course addresses Whitman-Hanson Student Learning Expectations 1-4, 6.

**6750 THE VIETNAM CONFLICT: A CRISIS IN CONSCIENCE Academic 2 Grades 11-12**  
This course presents an overview of America’s involvement in Vietnam from 1945-1975 with emphasis placed on the political and military escalation of the conflict, the tensions created at home and abroad and the lessons derived from America’s involvement in Vietnam. In addition to studying the war and its effects on the nation, students will focus their attention on the impact of the war on its participants: politicians, soldiers, protesters and Vietnamese peasants. Also, the TET Offensive, My Lai Massacre, and Anti-War Movement will be examined in depth for the important roles they played in testing the moral conscience of Americans and raising the question of America’s withdrawal from Vietnam. Students will work with primary source materials including soldiers’ letters, popular music and Vietnamese poetry in order to arrive at conclusions about the War and its lasting impact on those who lived through it. Some form of final assessment, which will be agreed upon by the teacher and the student, will be required. This course addresses Whitman-Hanson Student Learning Expectations 1-3, 5-6.

**6800 WORLD WAR I: IMPACT ON THE CENTURY Academic 2 Grades 11-12**  
This course is a survey of the evolution of modern warfare in the Twentieth Century studied through the example of World War I. The course will provide students with an overview of the political, economic and military causes of the war as well as highlight the role played by important figures such as Woodrow Wilson, and Wilhelm II. Students will analyze the impact of the Industrial Revolution on modern warfare. Various forms of assessment will be used to evaluate the students' ability to think and write critically, analyze and solve problems in history, and apply and integrate their knowledge on a number of diverse historical subjects. Students will be required to complete a major project demonstrating their knowledge of the subject and explaining the importance of World War I to the history of the world. This course addresses Whitman-Hanson Student Learning Expectations 1-3, 5-6.

**6810 WORLD WAR II: IMPACT ON THE CENTURY Academic 2 Grades 11-12**  
This course is a survey of the evolution of modern warfare in the Twentieth Century studied through the example of World War II. The course will provide students with an overview of the political, economic, social and military causes, events, leaders and historical themes of this war as well as highlight the role played by important figures such as Franklin Roosevelt, Adolf Hitler, and Joseph Stalin. Students will examine the war as an extension of the events surrounding World War I. The course will conclude with students considering the moral implications of "total warfare" by examining America's decision to drop an atomic bomb on Japan in 1945. Various forms of assessment will be used to evaluate the students' ability to think and write critically, analyze and solve problems in history, and apply and integrate their knowledge on a number of diverse historical subjects. Students will be required to complete a major project demonstrating their knowledge of the subject and explaining the importance of World War II to the history of the world. This course addresses Whitman-Hanson Student Learning Expectations 1-3, 5-6.

**6820 CIVIL WAR SHOWDOWN: NORTH VS. SOUTH, 1861-1865 Academic 2 Grades 10-12**  
This semester history elective course will examine the conflict that occurred between the Northern and Southern States throughout the period of the American Civil War. The purpose of this class is to explore the major topics of the Civil War in the depth that is generally not allotted to the topic in an introductory United States History course. Emphasis will be placed on military and political leadership, military history and battles, technology, life on the home front, role of minorities during the war, and consequences of the war. Students will be responsible for the completion of a research project. This course addresses Whitman-Hanson Student Learning Expectations 1-3, 5-6.

**6821 SEPTEMBER 11 AND THE WAR ON TERROR Academic 4 Grades 10-12**  
This course looks in detail at the shocking events of September 11, 2001 when the United States was suddenly and deliberately attacked by al Qaeda. How were the attacks planned and carried out? What happened inside the planes and the World Trade Center towers on that fateful morning? What actions did the first responders take to rescue the victims? How did the Bush Administration immediately respond to the attacks? Why did the United States later invade Afghanistan and Iraq in the spring of 2003? Students taking the course will explore these and many other significant questions. In addition, students will examine the roots of modern terrorism, the strategies and tactics of counterterrorism efforts, and the cultural impacts of living in a world threatened by extremist ideologies and political violence. The course will end with a look at the Boston Marathon bombings and America's recent efforts to destroy ISIS and its influence. Among the required readings will be sections from *The 9/11 Commission Report* as well as selected passages from both nonfiction and fiction addressing 9/11 and the War on Terror. Students will also analyze several documentaries and feature films on the same topics. The course will require students to complete frequent homework assignments, participate in class discussions, and research and write a short paper on a related topic of interest. This course addresses Whitman-Hanson Student Learning Expectations 1, 3-6.

**6870 MODERN CHINA: THE FALL AND RISE OF THE MIDDLE KINGDOM Academic 2 Gr.11-12**  
*The Fall and Rise of the Middle Kingdom* is an elective that allows motivated students the opportunity to explore the modern history of the world's longest continuous civilization. The 21<sup>st</sup> Century has frequently been referred to as "China's Century;" this elective course examines reasons for that assertion. Beginning with the "fall" of China from a world power to a victim of imperialism, the course follows Chinese history throughout the tumultuous nineteenth and twentieth centuries. Special emphasis is put on the Mao years and the incredible transformation of China through the reforms of Deng Xiaoping. Students will also investigate present day

China and its relation to the West. This course addresses Whitman-Hanson Student Learning Expectations 1-3, 5-6.

**6900 Advanced Placement US GOVERNMENT & POLITICS**

**4**

**Grade 12**

AP United States Government and Politics is a highly structured, demanding college-level course. In this course students develop analytical perspectives for interpreting, understanding, and explaining political events in this country. Subjects covered include the constitutional framework of the government, institutions such as Congress, the presidency, the bureaucracy, and the courts, public opinion and the media, political participation and voting behavior, political parties, interest groups, civil liberties and rights, and policymaking. The course is conducted using a variety of methods including lecture and discussion, debates, simulations, cooperative learning activities, and independent research. Students making the commitment to AP Government should expect and accept the reading, writing, and research demands appropriate to a college level course. Students are expected to take the Advanced Placement Exam in May. This course addresses Whitman-Hanson Student Learning Expectations 1-3, 5-6.

**PHYSICAL EDUCATION/HEALTH**

The Physical Education/Health program provides opportunities for students to improve and maintain a “healthy” level of physical fitness through small/large group exercise opportunities and individual/team sports activities. The exercise component of the program is assessed through standardized fitness testing. Coeducational classes in most program areas are designed to provide opportunities for social interaction among students, to improve basic motor skills, and to develop understanding of rules and safety procedures associated with human movement. A primary goal of the Physical Education/Health program is to assist students to develop fitness skills to use during their adult life. The Health classroom component will focus on information that will help provide students with the tools to make healthy choices to improve their current and future quality of life. The opportunity for students to develop a positive self-image, learn a respect for human life, and develop cardiovascular efficiency are another important aspect of our program. Physical Education/CPR will deal with more advanced PE activities and will include a classroom component focusing on C.P.R. (Cardio Pulmonary Resuscitation).

Physical Education I & II and Health must be taken before entering the junior year; PE I in the freshman year and PE II in the sophomore year. Health may be taken in either year. At least 6 credits must be earned before the junior year. During their junior or senior year, students must take Physical Education /CPR. The remaining two (2) required credits can be taken from the Physical Education elective category.

<b>COURSE</b>	<b>CREDITS</b>	<b>GRADE</b>
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<b>7010 PE I – FRESHMEN FITNESS AND WELLNESS</b>	<b>2</b>	<b>Grade 9</b>
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This coeducational class will introduce students to the importance of physical activity as a component of every healthy lifestyle; it is designed to help students develop the necessary understanding and skills to enhance their decisions regarding personal health and wellness. Students will be introduced to a variety of health and wellness areas that are included in and related to the components of physical and emotional health. Students will assess their current fitness levels and set goals for self-improvement through their understanding of each component of health-related fitness (flexibility, muscular endurance, muscular strength, body composition and cardiovascular endurance), and will learn the basics of weight training, nutrition, yoga, and meditation.

<b>7021 NET SPORTS &amp; COOPERATIVE GAMES (PE TRACK)</b>	<b>2</b>	<b>Grade 10</b>
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The purpose of this class is to introduce students to the basic skills and knowledge associated with playing a variety of racquet sports and cooperative games such as tennis, badminton, pickle ball, etc. The ultimate goal of this class is to provide students with the knowledge and skills necessary for them to pursue playing racquet sports as a life-long activity. The cooperative games portion of this course will provide students with opportunities to develop a satisfactory individual level of physical fitness, acquire knowledge of fitness concepts and demonstrate an understanding of how a wellness lifestyle affects one's health, fitness and physical performance while providing an environment for all students to practice positive personal and social skills.

**7022 FITNESS, DANCE & YOGA I (WELLNESS TRACK) 2 Grade 10**

This course is designed to provide cardiovascular and strength enhancement through participation in a fitness and wellness program. It is designed to create opportunities for sound decision making as well as lifetime wellness and fitness choices. Selected strength training and cardiovascular equipment will be utilized. A pre-assessment of one's current level of fitness will aid in the ability to set goals, and a post-assessment will determine improvements, as well as areas needing continued emphasis. Healthy lifestyle information will also be presented in order to make fitness and wellness a lifelong goal. Areas covered may include, but are not limited to: cardiovascular fitness, stress management, nutrition, and yoga.

**7030 HEALTH 2 Grade 9 or 10**

This required course is designed to increase the student's knowledge and understanding of the physical, mental, and social aspects of well-being. Lessons will encourage students to develop a positive self-concept while managing obstacles and responsibilities. Students will classify potentially harmful actions/risks, identify individual boundaries and goals, and practice socially acceptable behavior. It will prepare students to make informed decisions regarding, but not limited to, adolescence, fitness & nutrition, human sexuality, drug & alcohol use, death & dying and stress management. Above mentioned topics will be subdivided as deemed necessary by the instructor

**7041 INDIVIDUAL & TEAM SPORTS (PE TRACK) 2 Grade 11**

This class is designed to teach students different individual and team sports while enhancing personal and social behaviors. The course is also designed to elicit opportunities to advance individual skill levels in different sports. Emphasis is placed on the rules, skills, and strategy of sports such as badminton, floor hockey, ultimate Frisbee, volleyball, etc. This course includes a CPR component.

**7042 FITNESS, DANCE & YOGA II (WELLNESS TRACK) 2 Grade 11**

This course is designed to provide continued cardiovascular and strength enhancement through participation in a fitness and wellness program. It is designed to create opportunities for sound decision making as well as lifetime wellness and fitness choices. Selected strength training and cardiovascular equipment will be utilized. A pre-assessment of one's current level of fitness will aid in the ability to set goals, and a post-assessment will determine improvements, as well as areas needing continued emphasis. A selection of lifetime and yard games will be included in the curriculum. Areas covered may include, but are not limited to: cardiovascular fitness, stress management, yard games, and yoga. This course includes a CPR component.

**7100 TEAM & LIFETIME SPORTS - Elective 2 Grade 11-12**

Through participation in several sports, students will gain the knowledge necessary to become an educated participant and spectator. The involvement in specific sports will provide an atmosphere that is enjoyable to the participants promotes cooperation among peers and develop an appreciation for the degree of fitness necessary to participate. The following sports are included in the course: yard games, soccer, flag football, ultimate Frisbee, kickball, floor hockey, badminton, etc.

**7111 GROUP FITNESS & WELLNESS - Elective 2 Grade 11-12**

This elective will focus on overall individual strength and conditioning using various types of equipment and methods. Activities will incorporate the five fitness components primarily utilizing programs such as Insanity, Focus T25, Hip Hop Abs, P90x, etc. Students will be introduced to cardiovascular endurance, power via plyometrics, strength via body weight exercises, and muscular endurance through motivational videos in a class setting.

**7130 WEIGHTS & CARDIO - Elective 2 Grade 11-12**

This elective course is designed to provide students with an opportunity to develop fitness through weight training, circuit training, plyometrics, core strengthening, agility, and flexibility training. Students will be exposed to a variety of weight training and fitness programs that will enable them to discover which are best suited to their individual needs. Students will also be educated in proper lifting techniques, safety factors, and muscle development in order to make them capable of developing their own weight training/fitness program

Sports Medicine emphasizes the prevention of athletic injuries, including the components of exercise science, anatomy, principles of safety, first aid, cardiopulmonary resuscitation (CPR), and vital signs. Subject matter also includes legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, taping and wrapping, mechanisms of injury, and application of other sports medicine concepts. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course. Students will have the opportunity to become certified in CPR. Successful completion of this course is equivalent to two credits of a physical education elective.

### SCIENCE

Science and technology will continue to impact on our society. It is essential that we understand and value the contributions of science and technology, how they are carried out and how they will continue to affect humankind.

The courses offered by the Science Department provide educational opportunities for the study of science to students of varied interests and abilities. They provide a broad base for students seeking a general education and whose formal education will terminate at the high school level, as well as students who plan to pursue post-secondary education. The courses endeavor to develop logical reasoning, problem solving and the useful application of knowledge as well as promote the students' self-reliance, self-discipline, and self-esteem while imparting the values of citizenship, democracy, and respect for one's fellow man. In addition, they emphasize those communication skills basic to all learning: reading, writing, speaking, listening and viewing.

It is expected that each student will acquire an understanding of the nature of science and the scientific approach; obtain a scientific literacy which will enable the student to understand the various interrelationships between science and society; acquire or become aware of a variety of interests which may lead to positive habits and a possible vocation; increase his/her understanding of the concepts and theories which describe and unify the fields of science and learn various useful manipulative skills. To this end, all science courses will require students to design and conduct a scientific investigation related to the topic of study.

The Science Department is committed to providing students with educational experiences that enable them to pursue mastery of the following Whitman-Hanson student expectations:

- (1) Read, write and communicate effectively
- (2) Utilize technologies appropriately and effectively.
- (3) Apply critical thinking skills.
- (4) Explore and express ideas creatively.
- (5) Participate in learning both individually and collaboratively.
- (6) Demonstrate personal, social, and civic responsibility.

Successful completion of 12 credits in science is required of all students for graduation. Students entering grade 9 *must* enroll in Biology I (course 8200 or 8230) in preparation for taking the science MCAS exam (a state graduation requirement) at the end of 9<sup>th</sup> grade. Upperclassmen should utilize the Science Advising Guide (below) for suggested course sequences based upon career interests.

#### W-H Science Advising Guide

Your Interest:	Recommended Courses: (Consult course descriptions for details)
Whitman-Hanson Science Graduation Requirements: <ul style="list-style-type: none"> <li>• All students must earn 12 science credits</li> <li>• All Students must pass a science MCAS exam</li> </ul>	Pick from the following classes: <ul style="list-style-type: none"> <li>• <b>Biology I Academic</b></li> <li>• <b>Biology I Honors</b></li> <li>• All grade 9 students take Biology – The biology MCAS exam is given in early June.</li> </ul>

Business, Culinary Arts, Foreign Language, History, Language Arts, Visual Arts	Take this sequence of courses: <ul style="list-style-type: none"> <li>• Grade 10 – Introductory Physics or Physics H, or Chemistry</li> <li>• Grade 11 – Introductory Physics or Physics H, or Chemistry</li> <li>• Grade 12 – Environmental Science <ul style="list-style-type: none"> <li>○ or any other science electives</li> </ul> </li> </ul>
Technology (Computers), Engineering or Mathematics	Take this sequence of courses: <ul style="list-style-type: none"> <li>• Grade 10 – Introductory Physics or Physics H, or Chemistry</li> <li>• Grade 11, 12 –Engineer Your World</li> <li>• Grade 11 – Physics H, Robotics</li> <li>• Grade 12 – AP Physics</li> </ul>
Life Science Careers: Biology, Marine Biology	Take this sequence of courses: <ul style="list-style-type: none"> <li>• Grade 10 – Chemistry, Marine Biology I, II</li> <li>• Grade 11 – AP Biology or AP Chemistry or AP Env Science, Marine Biology I, II</li> <li>• Grade 12 – AP Biology or AP Chemistry, AP Physics or AP Env Science</li> </ul>
Education	Take this sequence of courses: <ul style="list-style-type: none"> <li>• Grade 10 – Chemistry, Introductory Physics and Marine Biology I</li> <li>• Grade 11 – AP Biology or AP Chemistry or AP Env Science and Marine Biology II</li> <li>• Grade 12 – AP Biology or AP Chemistry, AP Physics or AP Env Science</li> </ul>
Trades such as Auto Mechanic, Carpentry, Electrician, Plumbing or Civil Careers such as Police or Fire or Military	Take this sequence of courses: <ul style="list-style-type: none"> <li>• Grade 10 –Engineer Your World I and II or Introductory Physics</li> <li>• Grade 11 – Introductory Physics, Physics H or Chemistry or Engineer your World</li> <li>• Grade 12 – Physics <ul style="list-style-type: none"> <li>○ <b>OR</b> Environmental Science <b>OR</b> other science elective</li> </ul> </li> </ul>
Environmental Science, Sustainable Energy	Take this sequence of courses: <ul style="list-style-type: none"> <li>• Grade 10 – Chemistry, Marine Biology I, II</li> <li>• Grade 11 – AP Biology or AP Chemistry or AP Environmental Science, AP Physics or Engineer Your World</li> <li>• Grade 12 – Environmental Science</li> </ul>

**COURSE**

**CREDITS**

**GRADE**

**8000 INTRODUCTORY PHYSICS Academic**

**4**

**Grade 10-11**

**In this course students will study the basic principles of physics with an emphasis on the study of the scientific method, forces & motion, conservation of mass & energy, heat transfer, and electricity & waves. Students will also participate in design process explorations. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.**

**8100 MARINE BIOLOGY I - The Invertebrates**

**2**

**Grades 9-10**

**This course studies the basic principles of marine biology and classification of animals. This is an introductory survey course. Students will read, write and communicate effectively while focusing on marine invertebrates such as squid, sea stars, sponges, crabs and jellies. We will also investigate the relationships between the animals and the unique ecosystems in which they live. Class will involve the extensive use of the Internet, labs in which dissection is done to compare and contrast the anatomies of several invertebrate species, a major project to be completed at home and the viewing of informative videos to further our knowledge of the marine environment. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.**

**This course is a prerequisite for Marine Biology II.**

**8110 MARINE BIOLOGY II - Fishes, Birds and Turtles 2 Grades 9-12**

This course is an extension of Marine Biology I - The Invertebrates which is a prerequisite for this course. Students must have passed Marine Biology I in order to take this class. In this course, we will be discussing Vertebrate animals that inhabit the ocean including: marine fishes (sharks, skates, rays and then bony fishes), followed by marine reptiles (sea turtles) and birds (penguins and sea birds). Class will involve extensive use of the Internet, a dogfish shark dissection, a major project to be completed at home, and the viewing of informative videos to further our knowledge of these incredible marine animals. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

*Prerequisite: Successful completion of Marine Biology I – The Invertebrates.*

**8120 MARINE BIOLOGY II - The Marine Mammals 2 Grades 9-12**

This course is an extension of Marine Biology I - The Invertebrates which is a prerequisite for this course. Students must have passed Marine Biology I in order to take this class. In this course, we will be discussing marine mammals that inhabit the ocean including: whales, dolphins, porpoises, seals, sea lions, polar bears, manatees and walrus. Class will involve extensive use of the Internet, a major project to be completed at home, a major in-class project concerning the conservation of marine vertebrates and the viewing of informative videos to further our knowledge of these incredible marine animals. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

*Prerequisite: Successful completion of Marine Biology I – The Invertebrates.*

**8130 ASTRONOMY Academic 2 Grades 9-12**

This introductory survey course focuses on concepts of the solar system (models of the solar system, the different planets, debris and its origin); concepts of stellar evolution (analyzing sunlight, our sun: a model star, the stars as suns, star birth and death) and concepts of cosmology (the milky way, the cosmos past & present and life in the cosmos). This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

**8200 BIOLOGY I Academic 4 Grades 9 or 10**

This course uses a factual approach to the study of the basic principles of biology and develops into an examination of reproduction and genetics. A majority of the course includes the comparative study of microorganisms, multicellular plants, as well as multicellular animals. Major units of study include the cell, genetics, theories of evolution, classification, invertebrates, vertebrates and human body systems. Students will learn the proper procedure for operating a compound light microscope. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

**8230 BIOLOGY I Honors 4 Grades 9 or 10**

The goal of this course is to provide the student with an increased opportunity for advanced study and a broad background in Biology. This course is recommended for the student who has shown a high degree of interest in previous science and mathematics courses and plans to enroll in Advanced Placement science courses. The topics considered are similar in structure to the conventional Biology I at the Academic level. This course is presented in more depth and at an accelerated pace. Students are exposed to academic rigor through a series of Pre-AP Biology labs and activities that require the utilization of advanced critical thinking skills. Biology Honors demands a commitment to academic excellence and more independent involvement on the part of the student. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

*Prerequisite: Science Curriculum Coordinator or Grade 8 teacher recommendation is strongly suggested*

**8300 ENGINEER YOUR WORLD Academic 4 Grades 11-12**

*Engineer Your World* is an innovative high school engineering curriculum for students who want to learn more about engineering and its role in shaping our world. Developed by University of Texas faculty and NASA engineers working in collaboration with experienced secondary teachers and curriculum developers, this hands-on course engages students in authentic engineering practices in a project-based environment. By scaffolding student learning over a series of engaging and socially relevant design challenges, the curriculum tells students

the story of engineering as they develop design skills and engineering habits of mind. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

*Prerequisite: Geometry, which may be taken concurrently with this course.*

**8350 Advanced Placement BIOLOGY 4 Grades 10-12**

The Advanced Placement Biology Program is a college level course offered in high school. Students electing this course should be highly motivated and should exhibit a strong interest in science. Course content will be predicated upon the syllabus of the Advanced Placement Program and will include many levels of organization such as molecular, cellular, population, organisms, organ and tissue and others. Concepts related to each level of organization and to the entire syllabus will be explored, analyzed and discussed. Advanced placement students are expected to do considerable outside reading on topics that cannot be covered in class. Laboratory work is extensive and is correlated to the material being discussed. A lab report must be completed at the conclusion of each experiment. In addition to the development of laboratory procedures and techniques, cognitive skill development focuses upon critical thinking. Initiative, responsibility and the quest for excellence are attitudes fostered. This course culminates in the student taking the Advanced Placement Biology Exam. This course meets Whitman-Hanson Student Learning Expectations 1- 3 and 5.

**8400 CHEMISTRY I Academic 4 Grades 10–12**

This course includes the study of the fundamentals of chemistry, measurement in chemistry, matter and changes in matter, atomic structure, the Periodic Law, chemical bonding, the composition of compounds, writing chemical equations, and solutions. This is a course that requires some background in solving mathematical problems. Laboratory study is an important part of this course. A Scientific calculator is required for this course. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

*Prerequisite: Algebra I, which may be taken concurrently with this course.*

**8420 CHEMISTRY I Honors 4 Grades 10–12**

The goal of this course is to provide the student with an increased opportunity for advanced study and a broad background in chemical principles through greater use of modern theories and principles. This course is recommended for the student who has shown a high degree of interest in previous science and mathematics courses and plans to enroll in Advanced Placement science courses. The course is presented in more depth and at an accelerated pace. The topics are similar in structure to the conventional Chemistry at the Academic level. Chemistry Honors demands a commitment to academic excellence. Students are exposed to academic rigor through a series of Pre-AP Chemistry labs and activities that require the utilization of advanced critical thinking skills. Students in this course will be expected to do more outside of class readings and complete reports pertaining to chemists and chemistry. A scientific calculator is required for this course. This course meets Whitman-Hanson Student Learning Expectations 1- 3 and 5.

*Prerequisite: A grade of B or better in Algebra I is strongly recommended and Science Curriculum Coordinator recommendation.*

**8500 Advanced Placement CHEMISTRY 4 Grades 11-12**

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. It is designed to be taken only after the successful completion of a first year course in high school chemistry. Students in this course will attain a depth of understanding of fundamentals and competence in dealing with chemical problems. Material covered will include atomic theory and structure, chemical bonding, states of matter, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics and electrochemistry. Laboratory study is an important part of this course. Formal lab reports will be required. This course culminates in the student taking the Advance Placement Chemistry Exam. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

*Prerequisites: Successful completion of Chemistry I and Algebra II.*

**8570 PHYSICS Honors 4 Grades 10-12**

This course provides an understanding of the theory and practical applications of matter, energy, measurement, problem solving, kinetics, dynamics, forces, heat, nuclear energy, and relativity at an accelerated

pace. Mathematical derivations of formulas used in the course laboratory work are an important part of this course. A background in algebra, geometry, and problem solving is required. Graphing calculators are recommended for this course. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

*Prerequisite: Two years of academic level math. The second year may be taken concurrently with this course.*

**8650 Advanced Placement PHYSICS 1 4 Grades 11-12**

The AP Physics course is designed to enable the student to develop the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course. This AP Physics course is equivalent to the first semester of a typical introductory, algebra-based physics course. Students will develop scientific critical thinking and reasoning skills through inquiry based learning, while exploring topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Laboratory work is an important part of this course. This course culminates in the student taking the Advanced Placement Physics Exam. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

*Prerequisite: Geometry, which may be taken concurrently with this course.*

**8765 ENVIRONMENTAL SCIENCE Academic 4 Grades 11-12**

Like all other sciences, environmental science is a process of satisfying our curiosity about why things are the way they are and about how things happen the way they do. In this course students will begin to understand the importance of the interaction between energy and the Earth, air, & water. Major topics include the history of humans & the environment, ecology, the atmosphere, weather, plate tectonics, and populations. Students will explore ways that human activity is involved in climate change and recognize that Earth is an integrated system. Other topics include the fundamentals of energy use in our society. Students will investigate non-renewable and renewable sources of energy through various classroom activities involving problem-solving and the design process. Additionally, students will be expected to assess alternatives, risks, costs and benefits associated with society's waste problems, particularly those involving new research and new technologies. Human health problems that are related to natural and human-produced pollution will be investigated. This is an integrated study emphasizing those scientific principles that are both relevant and vitally important to everyone. The course includes a major unit concerning global warming, alternative energies and green buildings. There will be a series of energy oriented engineering projects with a concentration on "doing more with less." The challenge of this course is for students to think for themselves. Students will be expected to participate in various classroom activities which will increase their knowledge and skills in environmental science. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

**8770 Advanced Placement ENVIRONMENTAL SCIENCE 4 Grades 11-12**

This course is designed to provide students with scientific principles, concepts, and methodologies necessary to comprehend the relationships abundant within the natural world, to identify and analyze environmental problems, to evaluate relative risks associated with these identified problems, and to examine alternative solutions for resolving and/or preventing similar problems facing the global environment. It will also include the focus and discussion of political, social, and cultural impacts of global environmental problems. This course culminates in the student taking the Advanced Placement Environmental Science Exam. This course meets Whitman-Hanson Student Learning Expectations 1- 3 and 5.

**8800 ANATOMY AND PHYSIOLOGY Academic 4 Grades 11-12**

Anatomy and Physiology is a challenging, laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body, physiological components, and great detail of major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. An abundance of anatomical terminology will be learned and applied through reading materials, study guides, unit worksheets, group work, projects, dissections, and labs. High levels of achievement will be expected. Students will be responsible for proper use of lab equipment and projects assigned throughout each unit. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college. This course meets Whitman-Hanson Student Learning Expectations 1-3 and 5.

**8851 ROBOTICS****2****Grades 11-12**

This engaging, hands-on course will give students a background in robotics. Students will learn about this exciting field as they construct a functioning robot. Topics include basic mechanics, the engineering design process, considerations for robots in a modern world, CAD, and fundamentals of programming. The course culminates in a robotics competition between students in class. This course meets Whitman Hanson Student Learning Expectations 1-3 and 5.

*Prerequisite: Successful completion of one year of study in Physics and Algebra II.*

**Whitman-Hanson Regional High School**  
**Graduation Requirement Checklist**

<p><b><u>English (credits 16 – English every year)</u></b>  English I _____  English II _____  English III _____  English IV _____</p> <p><b><u>Math (credits 16- math required every year)</u></b>  Algebra I _____  Geometry _____  Algebra II _____  _____ _____  _____ _____</p> <p><b><u>Science (credits 12)</u></b>  Biology _____  Physics, Chemistry or AP _____  _____ _____  _____ _____</p> <p><b><u>Social Studies/History (12 credits)</u></b>  Modern World History _____  Modern US History _____  American Government _____  _____ _____</p> <p><b><u>Physical Education/Health (10 credits)</u></b>  Grade 9 PE _____  Grade 10 PE _____  Grade 11 PE _____  Grade 12 PE _____  Health _____</p>	<p><b><u>Foreign Language (8) – Please note that many selective colleges often require more than two years of a foreign language</u></b>  _____ _____  _____ _____  _____ _____</p> <p><b><u>Computer Literacy (6 credits)</u></b>  _____ _____  _____ _____  _____ _____</p> <p><b><u>Additional Credit Courses</u></b>  _____ _____  _____ _____</p> <p><b><u>MCAS Scores</u></b>  ELA _____  Math _____  Science _____</p>
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**Computer Literacy/Technology (6 credits)**

Computer Literacy/Technology credits may be earned in the following courses:

Financial Literacy, Investing Your Money, Entrepreneurship, Accounting, Digital Photography, Music Technology I & II, Web Page Development, Intro to Computer Programing, Intro to TV/Radio Production, TV/Radio Production II, Computer Graphics I & II, Computer Aided Design I & II, AP Computer Science, Intro to Computer Programming, and Visual Merchandising.

The sequence above indicates a college preparatory (academic/honors) program. Please consult with your teachers and school counselors for Advanced Placement recommendations.

**Whitman-Hanson Regional High School**  
**Suggested Sequence of Courses**

**Please Note:** This form may be used to help students and parents plan out the four years of education at Whitman-Hanson Regional High School. The outline below reflects a typical college preparatory sequence of courses. It is for planning purposes only and does not reflect the actual schedule of a student for any particular year. You must take 6 out of 7 classes each semester. Consult with your teachers and counselors to help you choose the courses that are right for you.

<b><u>Grade 9</u></b>	<b><u>Grade 10</u></b>																																								
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**The Whitman-Hanson R.S.D. guarantees all students regardless of race, gender, sexual orientation, gender identity, color, religion, national origin or disability, equal and unbiased treatment in all aspects of public education. This policy of nondiscrimination extends to and includes admission to programs and activities in accordance with Title IX of the educational amendments of 1972 and Section 504. Any equity questions relating to students and programs at the High School level should be directed to Mr. Jeffrey Szymaniak, Principal, Mr. Floeck, Section 504 Coordinator or Kyle A. Riley, Title IX Coordinator.**