# HOPKINTON HIGH SCHOOL



PROGRAM OF STUDIES 2006-2007

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#### **Letter from the Administration**

Dear Students,

We are proud to present the 2006-2007 Program of Studies for Hopkinton High School.

The Program of Studies is critical to selecting the courses that will help you fulfill our mission and your dreams. Preliminary course selection is more important now than ever before. Our school's budget no longer allows the flexibility to run courses with low enrollment, in hopes that later registration will increase the numbers. Please read the course descriptions carefully. Question your teachers, guidance counselors, administrators, other students, and your parents or guardians about courses. They will help you make the best decisions.

High school academic programs are undergoing significant change. Revised New Hampshire state standards have required increased health credit, a new civics course, an additional mathematics credit, and a new approach to computer instruction. Breaking Ranks II, a respected resource for school restructuring, is recommending that high schools emphasize personalization, rigor, and relationship building. The New England Association of Schools and Colleges, after completing their visit to our school, will produce a document recommending program changes. All of this will strengthen our school.

We look forward to the growth of our academic programs, as we search for improved strategies to fulfill our mission and to help students accomplish their dreams. We are committed to helping you have the best possible high school experience. Please let us know if there is any way we can help you.

Steven M Chamberlin Corrine Lajoie

Principal Guidance Counselor 7 - 9

Christopher Kelley Gene Fox

Assistant Principal Guidance Counselor 10 - 12

## Mission, Philosophy, and Purpose

#### **Hopkinton School District Mission Statement**

The Hopkinton School District's mission, in cooperation with family and community, is to ensure each student gains a love of learning—with the knowledge, skills, sensitivity, self-reliance and character to be a contributing member of our global society—by educating all students in a joyful, supportive and challenging environment.

#### **Hopkinton School Board Philosophy**

We believe that an exceptional academic program must be the essential foundation of our schools. We believe all students should have equal access to the best instructional program designed to continuously challenge each student.

We believe our schools will thrive by focusing on intellectual growth in an environment of true respect for and excitement about learning. Through this focus, in partnership with family and community, students will be guided in growth of character, social responsibility, and emotional stability.

Our goal is to produce outstanding students who have developed the knowledge and skills needed to achieve their personal goals and to be responsible members of society.

#### **Hopkinton Middle/High School Mission and Expectations**

Please see back cover for Hopkinton Middle/High School's mission statement and a complete list of academic, social, and civic expectations.

#### **Expectations for Student & Teacher Performance**

#### Students will:

- Acquire a strong base of knowledge across the curriculum.
- Use critical thinking, analysis, and appropriate problem solving techniques.
- Communicate effectively in both oral and written expression, using insight, reason, and technical proficiency.
- Read, understand, and interpret information from a variety of sources, regardless of medium.
- Work both independently and collaboratively in order to complete tasks in a timely manner
- Use technology to find, sort, and select data to create, revise, and present written and graphic documents, and to analyze and process numerical data.
- Develop positive personal attitudes and experience a variety of physical activities for lifelong wellness.
- Demonstrate awareness and sensitivity to those of other cultures and ethnic backgrounds.
- Demonstrate the creative process across the curriculum.
- Achieve at a high level across the curriculum.

#### Teachers will:

- Provide a curriculum which integrates content, theory, and practical application of acquired knowledge.
- Provide a challenging, intellectually demanding, and developmentally appropriate curriculum.
- Provide a wide range of co-curricular and extracurricular activities which complement the academic curriculum.
- Provide a safe, comfortable environment where people respect themselves, others, and their individual and cooperative achievements.
- Provide the support necessary for student success.
- Maintain effective communication between and among administration, staff, students, parents, and community.
- Use a variety of assessment methods.
- Provide meaningful opportunities for both independent and collaborative work.

#### **Graduation Requirements of the Hopkinton School District**

Subject Area	Required	Recommended
English	4 credits	4 credits
Mathematics	3 credits	4 credits
Int. Math 1, Int. Math 2, and one other	r math course	
Science	2 credits	4 credits
Physical Science, 1 credit		
Biological Science, 1 credit		
Social Studies	3 credits	3 credits
World History, 1 credit		
U.S. History (N.H. Gov't.), 1 credit		
Economics, ½ credit and Civics, ½ credit	edit	
Modern Languages		3 credits
Physical Education	1 credit	1 credit
Fine Arts (Art or Music)	½ credit	1 credit
Computer Science	½ credit	<sup>1</sup> / <sub>2</sub> credit
Health	½ credit	½ credit
Careers	¹√₄ credit	½ credit
Electives	-	-
Total	20 credits	28 credits

#### **Credits**

In order to earn credit in a course, a student must earn a final average of 60 or better and meet district attendance requirements. A full-year course offers 1 credit; a half-year (semester) course offers ½ credit. No partial credit is awarded.

#### Minimum credit requirements for promotion and graduation

For promotion to the sophomore class, a student must earn a minimum of 5 credits; to the junior class, 10; to the senior class, 15. A minimum of 20 credits is required for graduation.

#### **Elective courses**

Electives are courses students may choose to take in addition to their required courses. We recommend that students choose electives according to personal preference, with an eye towards exploring career possibilities and rounding out their education.

Not all semester courses are offered in every semester. Elective offerings can be found in the following departments: Art, Business, Computer Science, Consumer Education, English, Mathematics, Modern Languages, Music, Science, Social Studies, Technical Education, School to Career, and Concord Vocational Education. **Hopkinton High School operates on an A/B Block Schedule.** 

#### **Recommended Programs, Grades 9 and 10**

The following tables are designed to assist students in planning a four-year program that ensures they meet graduation requirements. A course marked with this symbol (\*) meets a graduation requirement. The recommended program for each grade designates a path through the curriculum at Hopkinton High School. It allows students a full range of options as they plan their post-secondary education and careers.

#### **Grade 9 (6 minimum credits)**

English 9 🍽	1 credit
Integrated Mathematics I or II	1 credit
Physical Science (Earth)	1 credit
World History :	1 credit
French, German, or Spanish 1 or 2	1 credit
Physical Education (1 semester)	½ credit
Computer Science	½ credit
Health 🌤	½ credit
Elective(s)*	2

#### Grade 10 (6 minimum credits)

American Studies *	2 credits
Integrated Mathematics 2 or 32	1 credit
Biology 🍋	1 credit
French, German or Spanish 2 or 3	1 credit
Physical Education (1 semester)	½ credit
Career Pathways	$\frac{1}{4}$ credit
Elective(s)*	•

Students should schedule at least 1 study hall each semester; i.e., one every other day in the block schedule, or one study hall each day.

- \* 1/2 credit in Computer Science should be taken in either grade 9 or grade 10
- \* 1/2 credit in Art or Music may be taken at any time, grades 9-12
- \* 1/2 credit in Health should be taken in either grade 9 or grade 10

#### **Recommended Programs, Grades 11 and 12**

As certain electives are not offered to ninth and tenth graders, fulfillment of Fine Arts, Physical Education, Health, and Computer Science requirements in grades 9 and 10 allows students greater freedom to choose among elective offerings in grades 11 and 12.

#### **Grade 11 (6 minimum credits)**

Composition 11 2	½ credit
English elective *	½ credit
Mathematics	1 credit
Science	1 credit
Economics or Civics	½ credit
French, German, or Spanish	1 credit
Career Pathways	½ credit
T1 ( )	·

Elective(s)

#### **Grade 12 (5 minimum credits)**

English electives (2) 🌤	1 credit
Mathematics	1 credit
Science	1 credit
Social Studies	1 credit
French, German, or Spanish	1 credit

Elective(s)

Students should schedule at least 1 study hall each semester; i.e., one every other day in the block schedule, or one study hall each day.

#### Academic Load

- All students in grades 9-11 **must** carry a minimum of **six courses** in their schedules at all times. We recommend that students in these grades carry seven courses and one study hall in each semester. Peer Instructing may not be counted in this total.
- All students in grade 12 **must** carry a minimum of **five courses** in their schedules at all times. We recommend that students in this grade also carry seven courses and one study hall in each semester. Peer Instructing may not be counted in this total.
- Students should have at least one study hall. This is for the purpose of make-up work, study time, guidance/college planning time, and use of the library or computer lab.
- Students will be allowed to make adjustments to their schedules during a designated drop/add period at the beginning of each semester. After this, they must obtain permission and fill out a Drop/Add form (available from Guidance).
- A student may not drop a course after the designated drop/add period. Under exceptional circumstances, a student may appeal to the administration for permission to drop a course. This will be allowed only when the student is carrying more courses than required. Established procedures will be followed. Should the student be allowed to drop a course, the student's transcript will reflect that decision in two ways: a grade of "WP" or "WF" and no credit.

#### Scheduling difficulties

Due to the limitations inherent in scheduling our small school, conflicts may arise in students' schedules. For example, if a student were to select two courses, both single-section courses and both meeting at the same time, the student would have to choose between the two. Similarly, if fewer than ten students request a particular elective, that course would likely be canceled. These examples suggest that the wise student will fulfill his or her graduation requirements as early as possible.

Students may select one or more honors courses (p. 11). In order to meet their requests and to avoid the need for tracking students, the scheduler will make every effort to schedule honors and standard sections of a course concurrently.

#### **Honors Courses**

For students in grades 9 and 10, honors sections of English, social studies, and science courses are offered. These courses are indicated in the descriptions. The following criteria must be met for admission into honors courses:

- Students must achieve an average of 87% or above in the prerequisite course.
- Students must apply to the appropriate teacher for admission into the honors section of a course. The application process may include any or all of the following requirements: an interview, a writing sample, project, or portfolio as determined by the instructor.

Honors sections establish and maintain high academic standards, requiring more work of students. Students have the opportunity to be in an honors section in one, two, or three disciplines based on aptitude, interest, and commitment; they need not be tracked into a full slate of honors courses. Contracts for honors-level work are available in many standard college-preparatory courses as well.

#### **Project Lead the Way Courses**

Project Lead The Way (PLTW) is a national program forming partnerships among public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system.

PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. The courses are as follows:

- Introduction To Engineering Design
- Digital Electronics
- Principles of Engineering
- Computer Integrated Manufacturing
- Engineering Design and Development

College credit from the Rochester Institute of Technology or New Hampshire Technical Institute can be awarded for a nominal fee for each of the PLTW courses.

#### **Project Running Start**

The New Hampshire Running Start Program allows high school students to enroll in college courses offered by the Community Technical College System at significantly reduced tuition (\$100). These college courses will be offered during the day at HHS and will be offered for both high school and college credit. They are taught using the same course curriculum that is used at the college. The courses offered for Running Start credit are as follows:

- Accounting 1
- Project Lead the Way courses (See previous page.)

#### **Advanced Placement (AP) Courses**

For students in grades 11 and 12, the following Advanced Placement courses are offered: AP English, AP Calculus AB, AP Calculus BC, AP Statistics, AP U.S. History, and AP Chemistry. Students may contract for an "AP Option," in which they follow the AP curriculum in addition to the regular course curriculum. It is strongly recommended that students take no more than three (3) AP courses.

#### **Course Descriptions**

The course descriptions, which begin on the next page, are organized alphabetically by department. Please note the following conventions:

- **Required courses:** Courses that are required for all students are indicated with the word *Required* preceding the grade level at which it is offered.
- Courses that meet a graduation requirement: These courses are marked with this symbol (\*\*). It is possible for a course to meet a graduation requirement, yet not be required; for example, art or music courses meet the Fine Arts graduation requirement, but no specific art or music course is required.
- **Grade levels:** The appropriate grades at which students may elect to take a course are listed with each course description. In some cases (Integrated Mathematics 1, for example) students must meet certain academic criteria in order to take the course at the lower grade level.

# **BUSINESS**

**Basic Keyboarding** 

1/2 cr

9, 10, 11, 12

Primary: A4 Secondary: A1, A3

This course is a half-year introductory presentation of the "touch method" of keyboard operation and basic introduction to the use of the computer. Emphasis is placed on learning the alphanumeric and symbolic keys through the use of drills and some formatting activities. Students gain a minimum keying speed of about 45 words per minute. If you have not had keyboarding, this course should be taken before you take Introduction to Computers. This course is offered as an individualized course that takes place during a regularly scheduled class.

**College Accounting 1** 

1 cr

10, 11, 12

Primary: A2 Secondary: A4

In this course, students study the complete accounting cycle for a service and a merchandising business. This involves the principles and methods of recording business transactions, involving both cash and credit sales and purchases, and preparing and interpreting financial statements. This course should prepare the student for an initial job in a bookkeeping department, for keeping records in a professional office, and for performing the separate bookkeeping functions in a large accounting office. This is an activity-oriented course with completion of actual jobs almost daily. Simulations are presented for realistic development of a skill.

Students who intend to major in Accounting, Computer Science, Business Administration, or Hotel Management in college are encouraged to take this course.

This course is part of the Project Running Start Program. If students desire, three college credits are available through New Hampshire Technical Institute for a \$100 fee. This course is contingent upon NHTI certification of the instructor.

**College Accounting 2** 

1 cr

11, 12

Primary: A2 Secondary: A4

Prerequisite: Accounting 1

This course is a continuation of the fundamentals of accounting concepts and procedures, including the following topics: depreciation, payroll accounting, accounting for partnerships and corporations, long-term investments, and financial statement analysis.

Students who intend to major in Accounting, Computer Science, Business Administration, or Hotel Management in college are encouraged to take this course.

### Small Business Management and Entrepreneurship 1 cr 10, 11, 12 Primary: A1, A2 Secondary: A4

The purpose of this course is to introduce the student to what business is, how it operates, and how it is managed. Subjects such as business in its environment, business organization, production and marketing, finance, business communications systems, employer-employee relations, and management functions will be covered to provide the students with an understanding of the wide variety of aspects involved in business ownership. Hands-on projects are used whenever possible to make the subject more realistic and understandable.

Students who intend to major in Accounting, Computer Science, Business Administration, or Hotel Management, in college are encouraged to take this course.

Notetaking 1/2 cr 9, 10, 11, 12

Primary: A1

This course teaches students how to take notes through the use of shortened English words and phrases. Students will use techniques for developing a simple notetaking system to increase their retention of lecture material and will develop other study skills such as planning and organizing time, listening, skimming, research techniques, etc.

## Office Management Will not be offered in 2006-2007 1 cr 10, 11, 12 Primary: A1, A4 Secondary: A2 Prerequisite: touch-typing skill

This course will train students for initial office jobs. Emphasis is placed on such topics as word processing activities, data base activities, spreadsheet activities, desktop publishing, integrating computer software, payroll procedures, and many other general office activities.

This course is offered as an individualized course that takes place during a regularly scheduled class.

# **COMPUTER SCIENCE**

## Introduction to Computers 1/2 cr

Primary: A2, A4 Secondary: A1

Through this quarter-year course, students will master the word processor and will be introduced to databases, spreadsheets, and presentation and drawing programs. Students will learn to write letters, build and filter databases, use spreadsheets for calculations and graphing, give a PowerPoint presentation, draw simple maps and more.

### Desktop Publishing (DTP) 1/2 cr

10, 11, 12

Required: 9

Primary: A1, A4

**Prerequisite: Introduction to Computers** 

This half-year course will teach students the basics of graphic design, using *Adobe InDesign* software on the computer. They will learn about fonts, styles, page design, page layout, and electronic publishing. Real-world projects, including business cards, stationery, and brochures, will be stressed. In the process, students will become a master at *InDesign*—a very useful skill. Students interesting in working on the yearbook are encouraged to take DTP first.

### Computer Programming 1/2 cr

11, 12

Primary: A2, A4 Secondary: A1 Prerequisite: Intro Computers and Integrated Math 1 This half-year course will teach students to program in Pascal. We will focus primarily on graphics; in fact, before the semester is over, students will have written their own version of a "paint" program. Programming requires the use of algebra, but great ability in math is not

required. Please note that learning a programming language, like learning any language, can

be time-consuming and difficult.

Yearbook 1 cr 11, 12

Primary: A1, A4 Secondary: A2

This course will explore all areas of yearbook publication. Students will learn how to use *InDesign* to design and lay out the publication. In addition, students will understand the difference between good and bad photography and be able to differentiate between appropriate and inappropriate writing styles for the publication. The course will contribute to the publication of the *Hoptonian*.

# **ENGLISH**

Students will take required English courses in grades 9 and 10. In the fall of their junior year, students are required to take Composition 11; additionally, as juniors and seniors, students must choose at least one more writing-based and two literature-based elective courses to complete graduation requirements in English. However, students must successfully complete Composition 11 before they may take any other electives in their junior and senior years. Students must pass both English 9 and American Studies to enroll in Composition 11. Honors contracts are available in all courses. The successful completion of an honors contract will generate an asterisk beside the course name on a student's transcript.

➤ English 9 1 cr Required: 9

Primary: A1 Secondary: A2, A4, S, C1

One major focus of English 9 is writing. Students will concentrate on writing the paragraph, as it is the primary unit of composition. They will learn how to construct paragraphs in essays and as academic responses, both for English and other courses. A second major focus is reading. Students will be required to select books that they will read independently outside of class, covering a variety of genres and topics. They will respond to their independent reading through journal writing. In class, students will be assigned literature from four genres: short story, poetry, novel, and drama. Through analysis of a variety of fiction and non-fiction, students will improve their reading comprehension. Grammar, usage, and vocabulary are studied throughout the year. **Honors section and honors contract available.** 

American Studies 2 cr (Eng, US Hist) Required: 10
Primary: A1, A2 Sec: A4, S, C1, C2 Prerequisites: English 9 and World History

American Studies is a year-long interdisciplinary course combining U.S. History and American Literature. This course is team taught by a teacher from the Social Studies Department and a teacher from the English Department. Successful completion of this course will provide two credits, one in U.S. History and one in English.

In this course, students will constantly be making the connections among the various aspects of our American culture—our history, our literature, our music and art, exploring themes in our history and literature that help define us as Americans. Students will examine our country's founding, its on-going development, and the major historical turning points and controversial issues that have shaped our nation. The students' reading of history will go beyond the textbook to assess political, social, and economic essays and tracts.

At the same time, students will trace the American literary tradition from colonial times to the present. Through novels, plays, non-fiction, poetry, and short stories, students will read a wide variety of American writers, developing their analytical reading and writing ability while studying themes in depth. **Honors sections and honors contracts available.** 

#### Composition 11

1/2 cr

Required (fall semester): 11

Primary: A1, A4 Secondary: A2, S

**Prerequisite: American Studies** 

Students will further improve and refine their skills as a writer in Composition 11. The student's goal as a writer will be to reach and hold an audience. Students will tell stories, write descriptions, explain ideas or concepts, and persuade others to believe their opinions. In other words, students will practice writing in the four modes of discourse: narration, description, exposition, and persuasion. In addition to essays, students will also complete a research paper. They will improve their proofreading and editing skills through revisions of drafts. Upon completion of this course, students will be prepared to handle the variety of writing tasks in other English elective courses. Composition 11 is a prerequisite for all other English electives.

#### **ENGLISH ELECTIVE COURSE OFFERINGS**

(Available only to students who have successfully completed Composition 11.)

#### **Writing-Based Electives**

#### **Literature-Based Electives**

A.P. English (Full-year class; counts as both a writing and literature based elective.)

Journalism World Literature
Creative Writing Science Fiction
Public Speaking Women's Literature

Technical Writing Shakespeare

Modern American Literature

Non-Fiction Seminar The Short Story

### Advanced Placement (AP) English 1 cr

12

Primary: A1, C1 Secondary: A2, S

AP English is a college level course. Students will focus on close, critical readings of poetry, drama, fiction, and expository prose from the sixteenth century to the present. Their critical discussion and writing about these works will revolve around the author's technique, themes, style, and tone. Students are encouraged to take, though not required to take, the AP Exam.

AP English is not structured solely as preparation for the AP Exam. **Fulfills both writing-based and reading-based requirement.** 

#### WRITING-BASED ELECTIVES

#### Creative Writing

1/2 cr

11, 12

Primary: A1, A4 Secondary: A2, S, C1

Creative writing is a workshop course in which students discover, analyze, and apply the methods and forms used in fiction, poetry, and dramatic writing. As writers in this course, students will experiment and practice, taking their cues from published writers: Shakespeare, Dickinson, Faulkner, Boyle, Albee, Pinter, and others. Students will be guided by Ezra Pound's dictum: "Make it new." Creative writing does not only provide students with an opportunity to express themselves, but it also allows them to focus on word choice, editing, and idea generation—skills useful in non-fiction writing as well.

#### Technical Writing

1/2 cr

11, 12

Primary: A1, A2, A4 Secondary: S, C1

Technical writing is the act of communicating "on the job," including the communication needed for and in the fields of business, science, and technology. Students will learn the writing, speaking, and listening skills needed in these fields.

The content of the communication in technical writing often requires a different style, format, and vocabulary than that with which students are more familiar. In a sense, technical writing is a language of its own. We know it (in part) because we already know English; however, students probably don't know what makes the English they know technical. In a sense, through this course students will be introduced to a "new" language. Report writing is the major focus.

The computer is an integral part of this course. Students will use it as a tool that will connect them to other technologies. Students will be encouraged to discover and bring to class examples of the kinds of communication that are required of people out in the work force. Perhaps an answer to "What is technical writing?" lies in another question: What kinds of communication skills are necessary to get and hold a desirable job in the twenty-first century?

Primary: A1, A4 Secondary: A2, S, C1, C2

Students in this course will take on various roles in the field of journalism: reporter, columnist, and editor, for example. They will write for and publish regularly in *The Talon*, the online student newspaper. To be able to take on the various roles related to journalism, students will study how news is gathered, written, edited, published, or otherwise disseminated in newspapers, magazines, or radio and television broadcasts.

Through their study students will develop not only skills related to the field of journalism, but they will also develop media literacy. Through their course work, and through their work on *The Talon* specifically, students will acquire basic journalism skills necessary for electronic publication-the use of web site software, file transfer protocol, word processing, graphics, and digital photography. The requirements of the course will ask from time-to-time, that students attend, as a reporter, school or community events outside of the regular school day.

## ▶ Public Speaking 1/2 cr

11,12

Primary: A1, A2, A4, S Secondary: C1, C2

Public Speaking is both a writing and performance-oriented course designed to introduce students to the elements of voice production, group communication, public speaking, and debate. It is expected that students with college expectations, ambitious career goals, and those entering the job market directly after high school will enjoy the various types of speech communication activities practiced, as well as benefit from the development of structured writing and oral communication skills.

#### LITERATURE-BASED ELECTIVES

## **№** Shakespeare 1/2 cr 11, 12

Primary: A1 Secondary: A2, A4, S, C1

This course will make Shakespeare's plays enjoyable and exciting for students. From bloody duels to comical flirtations, from heated political arguments to impassioned soliloquies, the plays will come alive. Students will study Shakespeare himself and the times in which he lived, but their understanding of the language in and action of the plays themselves will be students' primary focus for this course. In addition to the sonnets, students will read four of Shakespeare's plays. Although this is a literature-based class, writing is a major component of it.

### ➢ Women's Literature

1/2 cr

11, 12

Primary: A1, C1 Secondary: A2, A4, S

This class will focus on the various ways women are presented and perceived in literature; additionally, students will explore how historical and social changes have affected these presentations and perceptions of women. Students will achieve both of these goals by carefully reading poetry, drama, and prose written primarily by female writers. At the completion of this course, students will be able to recognize common treatments of women in literature and see how women, through both classic and modern works of literature, challenge these roles. Although this is a literature-based course, writing is a major component of it.

#### Modern American Literature 1/2 cr Primary: A1 Secondary: A2, A4, S, C1

11, 12

Contemporary novels, poetry, short stories and drama of high interest to students are the focus in this course. Students will explore how social and political changes as well as stylistic experiments have shaped American literature from World War I to the present. They will explore how our country's literature reflects our changing ethnic and racial makeup as a nation, as they study a variety of writers who have come to define what it now means to be an American. Though this is a literature-based course, writing is a major component of it.

#### World Literature

1/2 cr

11, 12

Primary: A1, C1 Secondary: A2, A4, S, C2

World Literature examines the human conflicts found in literature worldwide, from Russia to India, from Africa to South America. In World Literature, students will examine a variety of cultures at different points in history. By immersing themselves in these cultures through literature, students find not only what is unique to each culture, but what is universal among cultures. Students will also be able to identify what elements make for a good story, no matter from where or from whom the story springs. Although this is a literature-based course, writing is a major component of it.

#### Science Fiction

1/2 cr

11, 12

Primary: A1 Secondary: A2, A4, S, C1

The literature of the imagination has become a field in its own right. In this course, students will discover the roots of science fiction, trace the development of science fiction, and learn the techniques of science fiction writers. Students will engage primarily in analytical reading of science fictions novels and short stories. Texts may include *The Martian Chronicles*, *Childhood's End*, 1984, *Frankenstein*, *Ender's Game*, and *A Canticle for Leibowitz*. Through

their reading, students will create a working definition of science fiction. Although this is a literature-based course, writing is a major component of it.

## № Non-fiction 1/2 cr 11, 12

Primary: A1, A2, C1 Secondary: A4, S, C2

This course is designed to give students an opportunity to examine the genre referred to as non-fiction. What types of writing does non-fiction include? Newspapers, magazines, biographies, memoirs, travel stories, adventure tales, humor, satire, survival epics, sports stories, personal essays-all of these and more are the material we call nonfiction.

Students may also discover that, although the genre is labeled non-fiction, no writing is totally objective; every piece of writing contains some bias. How do we know? That will be the overarching objective of the course: to become close enough readers of non-fiction to know what the purpose of each piece is and to what audience each piece is directed. Students will become informed and critical readers, capable of forming their own opinions about what they read. Although this is a literature elective, writing is a major component of it.

## The Short Story 1/2 cr

11, 12

Primary: A1 Secondary: A2, A4, S, C1

This literature elective will focus on the genre of the short story. The course will explore this genre from three perspectives. First, students will examine the development of the short story as the natural descendent of the fairy tale, the fable, and the folk tale. They will look at the characteristics of these early, primarily oral ancestors of the story and determine how these became what we now think of as the short story. Second, students will explore a series of subcategories within the short story genre—horror, mystery, historical fiction, war stories, and science fiction—to demonstrate the flexibility of the form. And third, students will select one author from a list of possibilities, read a series of short stories by that author, and compare the elements of the story from one author's point of view. Although this is a literature-based course, writing is a major component of it.

# **FAMILY & CONSUMER SCIENCES**

# Career Pathways Will not be offered in 2006-2007 1/4 crRequired: 10, 11 Primary: A4, C1 Secondary: A1, A3

Career Pathways is a 9-week course that provides the opportunity for students to begin their individual career decision-making process, including a career-development portfolio. Students will become knowledgeable about the world of work, explore various career options, and relate their personal skills, aptitudes, interests, and academic achievement to future career decisions.

Fiber Arts 1/2 cr 9, 10, 11, 12

Primary: A1, A4 Secondary: A2, A3

Fiber Arts is designed to develop a basic level of technical and aesthetic proficiency, and self-expression in the area of fiber and textile arts in a classroom and studio setting. In this course, students apply design theory and technical information learned in the rigorous first quarter to such things as handmade yardage, garments, fabric/fiber structures, and other creative forms; and are encouraged to link their discoveries of textile technique to the historic and cultural roots of world textiles and creative art movements, as well as to career options in the textile and design industries. Throughout the course students explore the structure and decoration of fabric and its transformation into patterned textiles and textile art; and interaction among students and community artisans during studio work encourages the further exchange of technical and conceptual information to aid in the development of technique and personal aesthetics.

Foods 1: Food Rules! 1/2 cr 9, 10, 11, 12 Primary: A2, A3, A4 Prerequisite: Middle School FACS

This kitchen lab course covers the fundamentals of food preparation and service, with emphasis on a safe working environment and sanitary conditions in all areas of the facility. Students will receive instruction in equipment, identifying tools, knife skills, and vocabulary terms used in recipes. The importance of nutrition, meal planning, and following procedures in recipe directions will be stressed. Students will learn how to use recipes to prepare soups, egg and cheese dishes, fruit and vegetable dishes, pastas, and baked goods.

# Foods 2: Culinary Arts 1/2 cr

Primary: A1, A2, A3, A4 Prerequisite: Food Rules!

This kitchen lab course provides advanced instruction and experience in the preparation of main dishes, such as poultry, beef, and pork, from the instructor, internet, and guest chefs. Students will also learn techniques used in yeast breads, pastry, and cake-making. Plate presentation and garnishes will be addressed. Culminating activities will include recipe development and cafeteria food service experiences. This course is for the motivated student in the art of cooking, who may be considering a career in food service, or have a desire to achieve a higher level of expertise for personal use.

On My Own 1/2 cr 11, 12

Primary: A2 Sec: A3, A4, C1 For enrollment in grade 10: Permission of instructor Ever wonder what it will be like when you're finally on your own? On My Own simulates what the world has in store for you as you make those important decisions and establish those defining goals: what I really want to be when I grow up; the decision to leave home; scoping out affordable first-time housing, suitable wheels, daily meals; how to be a savvy consumer with sharp financial skills in a culture where everyone wants a piece of your paycheck. This course allows you to get a head start, through simulations, guest speakers, and field trips, on the life you're about to lead, through hands-on problem-solving; while emphasizing the purposeful use of goals, critical thinking, and communication skills. Fast-paced and never dull, this course will help prepare students to be more knowledgeable consumers.

## Human Relationships in the Family 1/2 cr Primary: A1, A2, A3, C1

10, 11, 12

10, 11, 12

This course is designed to help the student understand the emotional and physical relationships within the family unit. Building successful human relationships, marriage, parenting and child development, communication skills, divorce and other issues of families in crisis are covered in a practical and open way. Students will be partnered throughout the course, to experience a family management and decision-making simulation. Joint problem-solving will be emphasized.

# **FINE ARTS: ART & MUSIC**

#### **ART**

▶ Drawing 1/2 cr 9, 10, 11, 12

Primary: A1 Secondary: A2, A4

This course deals with rendering realistic images with pencil and pastel. This objective will be realized through assignments in various sketching techniques, shading, perspective, color, and textural detail. A chronological presentation of Western Art History is a weekly feature of this course.

 9, 10, 11, 12

Primary: A1 Sec: A2, A4 Prerequisites: Drawing or permission of instructor

This course continues the exploration of visual perception and techniques introduced in Drawing. A variety of dry, water based, and oil based pastels and colored pencils will be used. Color theory will include the effects of varied tone, gradation, color temperature, and saturation.

▶ Design 1/2 cr 9, 10, 11, 12

Primary: A2 Secondary: A4

This course deals with two- and three-dimensional design. Students will solve various problems of visual and practical design, including toothpick structures, gliders, sculptures, graphic designs, board games, room models, and airbrushed t-shirts.

Sculpture 1/2 cr 9, 10, 11, 12

Primary: A1 Secondary: A2

This course explores the expressive and structural issues of three-dimensional form. Representational and abstract subject matter will be interpreted in the forms of relief, free-standing, and mobile sculpture. Students will explore a variety of techniques including: carving, assemblage, and casting.

Ceramics 1/2 cr 9, 10, 11, 12

Primary: A1 Secondary: A4

This course will explore functional, decorative, and expressive forms in clay. The student will

be exposed to a variety of hand-building and introductory wheel-throwing techniques. A brief exploration of the art of China, Japan, and India is a feature of this course.

## Photography 1/2 cr 9, 10, 11, 12

Primary: A1, A4 Secondary: A2

The course stresses the importance of using composition, focus, and contrast when taking the photograph. The adjustment of the raw print will be achieved through burning, dodging, and spotting processes. The student will need an extra block of time for darkroom lab. Each student needs access to a 35 mm camera and his or her own stock of poly-contrast paper.

Painting 1/2 cr 10, 11, 12

Primary: A1 Secondary: A4 Prerequisites: Drawing or permission of instructor This course explores the technical and expressive possibilities of work with various wet media. A systematic approach will include watercolor monotone studies to full color acrylic renderings from observation.

#### Advanced Art 1/2 cr 10, 11, 12

Primary: A1 Secondary: A2 Prerequisites: Drawing or permission of instructor This course deals with developing a personal expressive style in the disciplines of drawing, painting, print making, sculpture, design and crafts. The first quarter is constructed of teacher directed assignments. The second quarter is made up of student/teacher directed assignments.

# Introduction to Digital Media Will not be offered in 2006-07 9, 10, 11, 12 Primary: A1, A4 Secondary: A2, S

This course focuses on the history, aesthetics, and technology of digital still photography and videography. Students will create individual CD albums of original still photographs, and will collaborate on a variety of short video projects that will allow them to participate in all aspects of video pre-production, production, and post-production. Lab time outside of class will be required. Students may use their own digital cameras with permission from the instructor.

#### MUSIC

#### High School Chorus 1 cr

9, 10, 11, 12

Primary: A1, A3 Secondary: A2 Prerequisite: Permission of instructor This course is open to students in grades 9-12 who enjoy performing quality choral literature. Emphasis will be on solfeggio, choral styles, diction, and multicultural music. Improvisation,

Emphasis will be on solfeggio, choral styles, diction, and multicultural music. Improvisation, as well as solo and accompanist opportunities, will exist. The chorus will perform at least three performances plus the National Honor Society induction and HHS graduation.

#### **№ Concert Band** 1/2 cr

9, 10, 11, 12

Primary: A1, A3, A4 Secondary: A2

This course is open to students who play a band instrument in grades 7-12. Concert Band comprises middle school band (grades 7 and 8) and high school band (grades 9-12). Emphasis will be on tone production, ensemble playing, technique and overall musicianship. At least three public performances are required, with many more as optional.

**№** Jazz Band 1/2 cr 9, 10, 11, 12

Primary: A1, A3, A4 Secondary: A2 Prerequisite: Permission of instructor

This course is designed to develop improvisation skills, while concentrating on standard jazz literature. Performances are required.

#### Steel Pan Band 1/2 cr 1/2 cr

10, 11, 12

Primary: A1, A3, A4 Secondary: A2 Prerequisite: Permission of the instructor

This course is open to students who have an interest in improving their musical knowledge through the study of pan. Students will audition for the instructor. On the occasion that there is a tie, seniority will come into play. Emphasis will be on ensemble performance and mastery of the typical and most used elements of pan music. There are eight required performances and many more that are optional. Students must attend all required performances.

#### Music Theory

1/2 cr

10, 11, 12

Primary: Secondary: Prerequisite: Permission of the instructor

This course will teach you basic composition and design of two, three and four part music. Note reading, rhythm reading and basic music set up will be reviewed. By the end of this course, students will be able to write melodies and harmonies appropriate for vocal and instrumental ensembles, including the sounds of today. Some of these compositions may be performed.

#### THEATRE ARTS

#### Theatre Arts 1/2 cr 9, 10, 11, 12

Primary: A1, A2, S Secondary: A4, C1

This course is a study of the general principals of theatre arts, including the methods, aims, functions and characteristics of this unique art form, with an overview of its history and its impact on society. The class will focus on the practical applications employed by this art form and will allow for individual expression.

## Directing & Production 1/2 cr

10, 11, 12

Primary: A1, A2, S Secondary: A4, C1

**Prerequisite: Theatre Arts** 

This course is open to students who have an interest in improving their theatrical knowledge through the study of directing and producing. The student will be required to direct a short play and to promote this performance utilizing the skills acquired in the Theatre Arts class.

## Intro to Technical Theatre 1/2 cr

9, 10, 11, 12

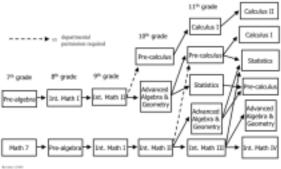
Primary: A1, A2, A4, S Secondary: C1

This course is designed to develop those skills employed with the "backstage" elements of a theatrical production. The class will include an overview of the following crafts associated with theatre arts: lighting, sound, set construction, properties, stage rigging, costumes, make-up and stage management.

# **MATHEMATICS**

We live in a highly technical society. In many ways, mathematics is the foundation on which all of that "high tech" rests. Students will be wise to take a math course in each of their high school years.

Hopkinton High School offers a three-year Integrated Mathematics program that in-



12th grade

cludes algebra, geometry, trigonometry, statistics, probability, and discrete math. Students are required to take the first two years of this program, and students are strongly encouraged to take all three. Integrated Mathematics begins in the ninth grade for most students and in the eighth for selected students; accelerating this latter group by a year opens the door for them to take calculus in their senior year. Beginning with the class of 2008, credit will not be awarded per State of New Hampshire Department of Education requirements, for eighth graders in Integrated Mathematics.

Following Integrated Mathematics, students may choose to continue on a college-prep path with Pre-calculus, Advanced Algebra with Geometry, Statistics, and, if time permits, Calculus. Alternatively, students may opt to follow Integrated Math 3 with Integrated Math 4. This course gives students a more hands-on, practical approach to a variety of important topics in math. Accounting, while not a math course, may also be seen as an alternative after Integrated 2 or 3. This would be an important first course for students considering a career in business. (For more on Accounting, see page 13.)

# Integrated Mathematics 1 1 cr Required: 8, 9 Primary: A1, A2, A4 Prerequisite: Mathematics 8 or equivalent

This course offers a mix of algebra and geometry. The theme for this course is "Patterns and Properties." Among the topics discussed are exploring geometric figures, exploring data, graphs, expressions, sentences, and situations; models for operations; linear situations, sentences and graphs; products and powers; special powers; properties of geometric figures; measures in geometry; introduction to probability and simulation; introduction to functions. Certain academic criteria must be met in order to take this course in grade 8.

This course satisfies 1 credit of Hopkinton High School's requirement in mathematics and 0.5 credits of the NH State algebra requirement.

#### Integrated Mathematics 2 1 cr

Primary: A1, A2, A4 Prerequisite: Integrated Mathematics 1 or equivalent

The theme for this course is "Visualizing Relationships." Among the topics discussed are variation and modeling, coordinate geometry, transformations of geometric figures, introduction to trigonometry, functions, lines, parabolas, exponential curves, transformations of functions, systems, matrices, combinatorics, binomial distribution.

Certain academic criteria must be met in order to take this course in grade 9. This course satisfies 1 credit of Hopkinton High School's requirement in mathematics and 0.5 credits of the NH State algebra requirement.

#### Integrated Mathematics 3 1 cr

**Primary: A1, A2, A4** 

10, 11

Required: 9, 10

The theme for this course is "Functions & Reasoning." Among the topics discussed are fitting curves to data, circular functions and models, exponential and logarithmic functions, logic, reasoning in geometry, reasoning in algebra, reasoning in intuitive calculus, reasoning in discrete mathematics, reasoning in probability, reasoning in statistics.

Prerequisite: Integrated Mathematics 2 or equivalent

Certain academic criteria must be met in order to take this course in grade 10.

1 cr

#### Integrated Mathematics 4

11, 12

Primary: A1, A2, A4 Prerequisite: Integrated Mathematics 3 or equivalent Want a hands-on approach to a variety of topics in modern math? In this course, students will use surveying, home design, and navigation to study geometry and trigonometry. Students will use game theory to investigate probability, and sports to understand statistics. Electronics, modeling, and other topics may be included, depending on student interest. Computers will be used to help in these explorations, but students need not be a computer whiz to join us. If Pre-calculus seems a bit too advanced, consider Integrated Mathematics 4 instead.

## Advanced Algebra with Geometry 1 cr

10, 11

Primary: A1, A2, A4 Prerequisite: Integrated Mathematics 2

This course focuses on developing mastery in algebraic skills while enhancing and expanding knowledge in algebra, functions, trigonometry, and geometry. It is expected that students from this course will go on to Pre-calculus and Calculus in ensuing years. Therefore, this course will provide a rigorous approach to the topics covered, and substantial homework preparation will be required. This is an alternative to Integrated Math 3.

## ▶ Pre-calculus 1 cr 10, 11, 12

Primary: A1, A2, A4 Prerequisite: Integrated Mathematics 3 or equivalent

This course emphasizes high school algebra from an advanced standpoint. Among the topics discussed are elementary logic, iteration processes, sequences and series, permutations and combinations, analysis of the trigonometric functions, more elements of analytic geometry, matrices with vectors, probability and statistics. (Formerly called Advanced Mathematics)

AP Calculus AB 1 cr 11, 12

Primary: A1, A2, A4 Prerequisite: Pre-calculus or equivalent

This course prepares students to take the Advanced Placement examination in the equivalent of a college-level first-semester calculus course. It is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry (graphs and graphing). The AB course focuses on the three basics of calculus: limits, derivatives, and integrals. Students should know their calculus class will begin at 7:30 am.

AP Calculus BC 1 cr 11, 12

Primary: A1, A2, A4 Prerequisite: Calculus AB

This course prepares students to take the Advanced Placement examination in the equivalent of a college-level second-semester calculus course. It is intended for students who have successfully completed Calculus AB. In addition to a review of topics from AB, the BC course tackles techniques of integration, Taylor and other series, and more.

Statistics 1 cr 11,12

Primary: A1, A2, A4 Prerequisite: Advanced Algebra with Geometry or equivalent

This course is intended for students who do not have the prerequisites or the desire to take calculus. It is assumed that students entering will already have a strong grasp of algebraic functions and their accompanying graphs. This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to three broad conceptual themes: exploring data, planning a study and statistical inference. Much of the course will use real-world examples for activities and projects.

# **WORLD LANGUAGES**

For continuation to the subsequent level in any World Language class students must have a C average or better and/or the permission of the instructor. Incoming students new to the Hopkinton School District will be placed appropriately based on prior student language experience and an evaluation by the instructor.

German 1 is not available in the high school and must be taken in middle school.

French 1 1 cr 9, 10, 11, 12

Primary: A1, S, C1 Secondary: A2, A4, C2

French 1 is an introduction to the language, which emphasizes listening, and speaking skills and understanding basic grammar concepts. Students learn the vocabulary and grammar necessary for simple spoken and written communication. The language is placed in its cultural context through the study of songs, holiday customs and geography. A field trip to Quebec City may be offered to students at this level.

French 2 1 cr 9, 10, 11, 12

Primary: A1, S, C1 Secondary: A2, A4, C2

French 2 continues to emphasize the proficiency-based listening, speaking, reading and writing skills in the context of simple communication. In addition to the text and practice materials, genuine cultural materials such as excerpts from native language newspapers, television and video are used in this communicative program Students will be able to understand basic conversations and respond to simple questions concerning travel, weather, buying and selling, directions, descriptions, life styles and leisure activities. A French immersion experience in Canada may be offered at this level.

French 3 1 cr 10, 11, 12

Primary: A1, S, C1 Secondary: A2, A4, C2 Prerequisite: French 2

French 3 is proficiency-based and continues to deepen and add knowledge of the complex structures necessary to interact with some success in a native environment. The students will review and expand skills in grammar, speaking, reading, writing and listening comprehension by sustaining short information-based conversations effectively and appropriately in culturally based situations. The classes are conducted in French. A French immersion experience may be offered.

Prerequisite: French 1

French 4 1 cr 11, 12

Prerequisite: French 3

Prerequisite: German 1

Primary: A1, S, C1 Secondary: A2, A4, C2

French 4 offers a total experience in French language immersion. Students continue to develop the four language skills of listening comprehension, speaking, reading and writing in contexts which have in contexts more sophisticated grammatical structure. In addition to the culturally authentic media such as video, radio broadcasts and native newspapers students will read a complete literary work in French and explore French literary analysis. The classes are conducted in French. A French immersion experience may be offered at this level.

French 5 1 cr 12
Primary: A1, S, C1 Secondary: A2, A4, C2 Prerequisite: French 4

French 5 continues to immerse students in a French language experience. Students are required to participate in daily discussions, prepare essays on a variety of topics, present oral reports on selected topics and read a variety of texts, from literature to contemporary magazines and newspapers. Listening skills are sharpened through the use of authentic video, films and television broadcasts. The classes are conducted in French. Students are strongly encouraged to take the AP exam in May of the academic year. A French immersion experience may be offered at this level.

German 2 1 cr 9, 10, 11, 12

Primary: A1, S, C1 Secondary: A2, A4, C2

German 2 continues to emphasize proficiency-based listening, speaking, reading and writing skills in the context of simple communication. In addition to the text and practice materials, genuine cultural materials such as excerpts from native language newspapers, television and video are used in this communicative program. Students will be able to understand basic conversations and respond to simple questions concerning travel, weather, buying and selling, directions, descriptions, life styles and leisure activities.

German 3 1 cr 10, 11, 12 Primary: A1, S, C1 Secondary: A2, A4, C2 Prerequisite: German 2

German 3 is proficiency-based and continues to deepen and add knowledge of the complex structures necessary to interact with some success in a native environment. The students will review and expand skills in grammar, speaking, reading, writing and listening comprehension by sustaining short information-based conversations effectively and appropriately in culturally based situations. The classes are conducted in German. A German immersion experience may be offered.

German 4 1 cr **Prerequisite: German 3** 11, 12 German 5 1 cr

Primary: A1, S, C1 Secondary: A2, A4, C2 Prerequisite: German 4

German 4/5 offers a total experience in German language immersion. Students continue to develop the four language skills of listening comprehension, speaking, reading and writing contexts with an emphasis on more sophisticated grammatical structure. Students are required to participate in daily discussions, present oral reports, prepare essays on a variety of topics, and explore readings from various sources. Culturally authentic materials will be utilized. Students are strongly encouraged to take the AP exam in May of the academic year. A German immersion experience may be offered at this level.

#### Spanish 1 Will not be offered in 2006-2007 1 cr

9, 10, 11

Primary: A1, S, C1 Secondary: A2, A4, C2

Spanish 1 is an introduction to the language, which emphasizes listening, and speaking skills and understanding basic grammar concepts. Students learn the vocabulary and grammar necessary for simple spoken and written communication. The language is placed in its cultural context through the study of songs, holiday customs, and geography.

Spanish 2 1 cr 9, 10, 11, 12 Prerequisite: Spanish 1

Primary: A1, S, C1 Secondary: A2, A4, C2

Spanish 2 continues to emphasize proficiency-based listening, speaking, reading and writing skills in the context of simple communication. In addition to the text and practice materials, genuine cultural materials are used in this communicative program. Students will be able to understand basic conversations and respond to simple questions concerning travel, weather, buying and selling, directions, descriptions, life styles and leisure activities. A Spanish immersion experience may be offered at this level.

Spanish 3 10, 11, 12 1 cr

Primary: A1, S, C1 Secondary: A2, A4, C2 Prerequisite: Spanish 2

Spanish 3 is proficiency-based and continues to deepen and add knowledge of the complex structures necessary to interact with some success in a native environment. The students will review and expand skills in grammar, speaking, reading, writing and listening comprehension by sustaining short information-based conversations effectively and appropriately in culturally based situations. The classes are conducted in Spanish. A Spanish immersion experience may be offered.

Spanish 4 1 cr Prerequisite: Spanish 3 Spanish 5 1 cr 11, 12

Primary: A1, S, C1 Secondary: A2, A4, C2 Prerequisite: Spanish 4

Spanish 4/5 offers a total experience in Spanish language immersion. Students continue to develop the four language skills of listening comprehension, speaking, reading and writing contexts with an emphasis on more sophisticated grammatical structure. Students are required to participate in daily discussions, present oral reports, prepare essays on a variety of topics, and explore readings from various sources. Culturally authentic materials will be utilized. A Spanish immersion experience may be offered.



Contoocook Academy, ca 1856.

# PHYSICAL EDUCATION & HEALTH

1/2 cr Required: 9 Health

Primary: A2, A3, S Secondary: A1, C1

The health class is intended to examine the physical, emotional, intellectual, and social aspects of life. Emphasis will be placed on wellness and students taking responsibility for their own health. Students will learn about life style factors which contribute to wellness.

## → High School Physical Education 1/2 cr

Required: 9, 10

Primary: A3, S Secondary: A2, A4

To meet graduation requirements, high school students must complete a minimum of two semesters of physical education. When space is available, students may elect to take additional physical education. Students will be exposed to a curriculum which may include individual and team sports, recreational activities, and individual fitness programs.

#### Fitness for Life 1/2 cr 11, 12

Primary: A3, S Secondary: A1, A2, A4

The focus of this course will help students to develop a personal physical activity plan that will enable them to understand and utilize cardiovascular fitness, physical activity and fat control, muscular endurance, strength, flexibility, and fitness management for the future. The class is offered as an alternative physical education elective for juniors and seniors.

Single Gender PE (Female)	1/2 cr	11, 12
Single Gender PE (Male)	1/2 cr	11, 12
Primary: A3, S. Secondary: A2, A4		

These two courses (separate, of course) are designed to maximize participation in PE. By increasing the comfort level of each student, muscular fitness and cardiovascular capacity will improve. Activities will vary based on the interest of the students involved. Lifetime sports and individual fitness will be included. These classes are offered as alternatives to the traditional physical education class for sophomores, juniors, and seniors.

# PROJECT LEAD THE WAY

Project Lead the Way is designed to help students explore technology related careers and to prepare them for two- and four-year college, technology-based degree programs. Each class is taught in a laboratory setting using state-of-the-art technology, equipment, and software. Instruction is generally one-third theory and two-thirds application, with involvement of mentors from industry and colleges. Class activities focus on problem-solving, requiring students to work in teams to generate solutions. Students may have the option to earn college credit, when possible, through college articulation agreements, offering a seamless link between high school and college.

Typically, students who enjoy math and science will benefit from exploring at least part of the program. The program is aimed at both the student who is working towards a career in engineering or the student whose career choice is technical in nature. Students who do not perform well in the Integrated Mathematics sequence are not recommended for this program.

#### Introduction to Engineering Design 1 cr Primary A1, A2, A4, S, C1 Secondary: A3, C2

9,10,11,12

Introduction to Engineering Design is an introductory course, which develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model rendering of an object. Students focus on the application of visualization processes and tools provided by modern state of the art computer hardware and software. This computer-based process replaces the traditional hand-drawing methods. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated, using a Computer Aided Design system (CAD). Various design applications will be explored with discussion of possible career opportunities.

## Principles of Engineering 1 cr

10, 11, 12

Primary A1, A2, A4, C1 Sec: A3, S, C2 Prereq: Intro to Eng. Design or permission Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering and technical systems and manufacturing processes. They will also learn how engineers and technicians address concerns about the social and political consequences of technological change. The main purpose of the course is to experience, through

theory and hands-on problem solving, activities what engineering and manufacturing is all about and to answer the question, "Is a career in engineering or engineering technology for me?"

# Digital Electronics 1 cr

10, 11, 12

Primary: A1, A2, A4 Secondary: A3, S, C1, C2

Prerequisite: Intro to Engineering Design, Principles of Engineering, or permission

Digital Electronics is a course of study in applied digital logic. This course is patterned after the first semester course in Digital Electronics taught in two- and four-year colleges. Students will study the application of electronic logic circuits and devices, applying Boolean logic to the solution of problems. Such circuits are found in automobiles, watches, calculators, video games, computers, and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives, and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology. Using the latest software, students will test and analyze simple and complex digital circuitry. Students will design, test, and actually construct printed circuit boards using chips and other components.

## Computer Integrated Manufacturing 1 cr

11, 12

Primary: A1, A2, A4, S, C1 Secondary: A3, C2

Prerequisites: Intro to Eng. Design or Principles of Engineering, and Digital Electronics

Computer Integrated Manufacturing is a course that applies the competencies developed in Principles of Engineering and Digital Electronics. Students learn the industrial applications of electromechanical technology as it relates to automation and robotics. A state of the art Computer Numeric Control (CNC) machining center and robotic parts handling system enables students to learn about automation and Flexible Manufacturing Systems (FMS) concepts. Machine control language for cutter tool path programming is taught along with automatic tool path generation utilizing a computer interface with the machining center. The course also includes the planning and implementation of a completely automated manufacturing system mode

## **Engineering Design and Development** 1 cr

11, 12

Primary: A1, A2, A4, S, C1 Secondary: A3, C2 Prerequisite: Permission of instructor Engineering Design and Development is a project-based course where students will be required to apply the skills and knowledge acquired in previous courses to solve engineering problems. Students will be required to work independently in small work groups to systematically arrive at solutions to engineering problems.

# **SCHOOL TO CAREER**

The School to Career program offers students several approaches to contextual learning as a supplement to traditional secondary education. Students may choose from the options described below.

### **COLLEGE COURSES**

**New Hampshire Technical Institute:** Courses at NHTI-Concord are open to any Hopkinton student. Students will be held to the standards established by the course instructor at NHTI. Credits earned count as both college and high school credit. Students are required to pay course tuition to NHTI.

**New England College**: Courses at NEC are available to seniors on a space available basis, for a nominal admissions fee. Students will be held to the standards established by the course instructor at NEC. Credits earned count as both college and high school credit.

Note: If a college course is taken to fulfill a student's minimum academic load (see page 10), that student will not be eligible for honor roll during the first and/or third quarters.

Internships 1/2 cr 11, 12

Primary: A1, A2, A4, C1, C2 Secondary: A3

Internships are available to students as a means of exploring a career or field of interest. You must be at least 16 years of age and a junior. Internships can be arranged as part of a course, or as a stand-alone activity. Each internship will require an educational component mutually determined by the School-to-Career Coordinator, parent, student, and workplace mentor.

## Exploring Teaching 1/2 cr 11, 12

Primary: A1, A2, A4, C1, C2 Secondary: A3

This internship is for students with an interest in a career in the field of education. In this internship you will experience all facets of being a teacher, allowing you to gain an understanding of what is involved in being a professional educator and what career options are available to you. The School to Career Coordinator at Hopkinton High School will arrange your internship. You will be assigned to a teacher in the district at your preferred level and/or

subject area. You may be required to maintain a journal of your experience, work under the direction of the cooperating teacher, and design and teach a lesson. Teaching interns will be monitored by the School to Career Coordinator.

### AND MORE...

Additional school to career activities might include job shadowing, short term internships, career rotations, informational interviews and workplace tours. These experiences are arranged by the School-to-Career Coordinator, are available to students of all grade levels, and are not necessarily activities for credit.

# SENIOR PROJECT

Senior Project 1/2 cr 12

Primary: A1, A2, S, C1, C2 Secondary: A4

This course will be a pilot of what we hope will become a graduation requirement. With the pilot program for Senior Project beginning in 2004-2005, twelve to fifteen students each semester will participate in a supervised pursuit of a passion. Students, with the support of a mentor, will study an area of personal interest. The students will meet once a week with a teacher to work on research, presentation, and other skills necessary to make this a powerful, successful educational experience.

# **SCIENCE**

Required: 9

Primary: A1, A2, A4, S Secondary: C1, C2

The ninth grade physical science course is based on content that is thematically oriented and features hands on activities which employ scientific thinking, science process skills, methods of inquiry, and the integration of science concepts across the curriculum. The themes covered are the four forces in nature: gravitational, strong nuclear, weak nuclear, and electromagnetic. **Honors section available.** 

Biology 1 cr Required: 10

Primary: A1, A2, A4, S, C1 Secondary: A3, C2

Biology will be taught as a laboratory science class. Students will perform laboratory investigations of teacher and student design. Topics to be covered are the scientific method as it relates to biology, chemistry of biology, energy in living systems, cells, cell reproduction, heredity, evolution, systems within living organisms, populations, and ecosystems. **Honors section available.** 

Chemistry 1 cr 10, 11

Primary: A1, A2, A4, S Sec: A3, C1 Prereq: Int. Math 1 and 2 (Math 2 concurrently)

Chemistry is the study of the composition, structure and properties of substances and the changes they undergo. Content will be mastered by lecture, demonstration, and laboratory exploration. Mathematics will be used to explain and understand much of the scientific phenomena encountered. Major topics include: atomic structure, periodicity, bonding, acids and bases, equilibrium, thermodynamics, and descriptive chemistry. This course will meet the needs of students wishing to pursue a career in science, medicine, or engineering or the needs of students wishing to stimulate their intellectual curiosity regarding the physical world.

Creative Chemistry 1 cr 11, 12

Primary: A1, A2, A3, A4, S Sec: C1, C2 Prerequisite: Biology, Integrated Math 1

Creative Chemistry is the study of chemical principles via the application of these principles. Although most of the principles addressed in Chemistry will also be addressed in Creative Chemistry, they will be presented with less emphasis on the theoretical and mathematical. The units of study are designed to generate enduring understandings of chemical concepts. The units include quantitative analysis via the study of water, forensic chemistry, chemistry of cooking, states of matter, and the chemistry of hazard-ous materials. This course suits the needs of students wishing to pursue an associates or bachelors degree in a non-science major.

## **General Physics**

1 cr

11, 12

Primary: A1, A2, A4, S Secondary: C1 Prerequisite: Integrated Math 3
Strongly recommended: Pre-calculus (May be taken concurrently)

Physics is the study of matter, energy fields, and the interactions between them. This course spirals through the five themes of solid mechanics, fluid mechanics, electricity and magnetism, thermodynamics, and wave mechanics throughout the year in a curriculum that stresses the understanding and handson application of basic principles that govern the world around us.

## **Physics Mechanics**

1 cr

12

Primary: A1, A2, A4, S Sec: C1

Prerequisite: Calculus (May be taken concurrently)
Strongly recommended: AP Chemistry

This is an advanced course modeled after the AP Physics "C" Mechanics course. This course covers Newtonian mechanics, kinematics, universal gravitation, thermodynamics, and wave theory in depth and in a calculus context. It is the equivalent of a semester of advanced college physics with lab in a small classroom setting, with a cooperative atmosphere, and with plenty of hands-on activities and empirical analysis. This course is designed for students intent on entering a major in science, engineering, pre-med, or mathematics.

## Physics Electromagnetics

12

Prerequisites: Calculus, Physics Mechanics (May be taken concurrently)
Primary: A1, A2, A4, S Secondary: C1 Strongly recommended: AP Chemistry

1 cr

This is an advanced course modeled after the AP Physics "C" Electromagnetics course. This course covers electrical fields and potential, Gauss' Law, Ohm's Law and circuits, Kirchoff's Law, quantum electricity, electromagnetic induction, Maxwell's Equations, and electrical thermodynamics in depth and in a second-year calculus context. It is the equivalent of a semester of advanced college physics with lab in a small classroom setting, with a cooperative atmosphere, and with plenty of hands-on activities and empirical analysis. This course is designed for students intent on entering a major in science, engineering, pre-med, or mathematics.

Biology 2

1 cr

12

Primary: A1, A2, A4, S Secondary: A3, C1 Prerequisites: Biology and Chemistry

This course is designed to replace AP Biology by offering a curriculum that will appeal to a broader audience. However, additional tutoring, testing, and labs will be offered for those students who wish to prepare for the AP Biology Exam. Topics covered in depth are biochemistry, molecular genetics, evolution and anatomy and physiology. Students will be required to do extensive lab work and independent research.

## Advanced Placement (AP) Chemistry 1 cr

**Primary: A1, A2, A4, S** 

mistry 1 cr 12
Prerequisites: Grade of 'C' or better in Chemistry

AP Chemistry covers the same topics taught in first year chemistry, but in greater depth and with greater use of mathematics. Laboratory work will involve greater sophistication. The goal of the course is to prepare the student for success on the College Board Advanced Placement Exam such that college credit will be awarded.

# GIS & Natural Resource Management 1 cr

11, 12

Primary: A1, A2, A4, S Secondary: C1 Prerequisite: Biology

In GIS, students will learn ecological field techniques including sampling and identifying animal track and sign, plants, animals, and habitat types (forests, wetlands, and vernal pools). Significant time will be spent locally in the field gathering data. This course will also offer instruction of ArcView (ArcGIS), a state-of-the-art Geographic Information System (GIS) program that creates digital maps. Upon mastery of field and mapping techniques we will create thematic and analytical maps utilizing student collected data as well as state and national data. These maps will be used to try to understand various concerns relating to resource management and the relationship between natural resources and expanding human needs. This course can be a precursor to Environmental Science, which will be offered in the 2006-2007 school year.

### Environmental Science 1 cr

11, 12

Prerequisite: Biology and Chemistry (may be taken concurrently)

Primary: A1, A2, A4, S, C1, C2 Secondary: A3

Environmental science students will learn basic theoretical principles of Ecology. Application of these concepts will occur within investigations of local and global issues relating to human environmental impact. Local and regional resources will be utilized for these investigations with time balanced between the classroom, field, and other practical locations. The hope would be for students to begin the process of developing a personal environmental ethos to be refined and incorporated throughout their lives. This course is intended to be a potential partner to the GIS and Natural Resources course and can be taken prior to, concurrently with, or after that course. Participation in the New Hampshire Envirothon and concurrent participation in a senior, community, and/or independent study project are examples of possible options for students.

# **SOCIAL STUDIES**

### World History 1 cr

Primary: A1, A2, A4, S, C1, C2 Secondary: A3

World History is a survey course dealing with the knowledge of key events, issues, movements, and people associated with the following eras: the beginnings of human society, early civilizations and the rise of pastoral peoples, classical traditions, world faiths, extensive empires, expanding zones of change and encounter, intensified hemispheric interactions, global expansion and encounter, the age of revolutions, and the twentieth century. Honors section and honors contract available.

### American Studies 2 cr (Eng, US Hist) Required: 10 Prerequisites: English 9 and World History Primary: A1, A2, S, C1, C2 Sec: A4

American Studies is a year-long interdisciplinary course combining U.S. History and American Literature. This course is team taught by a teacher from the Social Studies Department and a teacher from the English Department. Successful completion of this course will provide two credits, one in U.S. History and one in English.

In this course, students will constantly be making the connections among the various aspects of our American culture—our history, our literature, our music and art, exploring themes in our history and literature that help define us as Americans. Students will examine our country's founding, its on-going development, and the major historical turning points and controversial issues that have shaped our nation. The students' reading of history will go beyond the textbook to assess political, social, and economic essays and tracts.

At the same time, students will trace the American literary tradition from colonial times to the present. Through novels, plays, non-fiction, poetry, and short stories, students will read a wide variety of American writers, developing their analytical reading and writing ability while studying themes in depth. Honors sections and honors contracts available.

Advanced Placement (AP) U.S. History 1 cr Primary: A1, A2, S, C1, C2 Secondary: A4 **Prerequisite: American Studies** 

Advanced Placement United States History is designed for the student who has taken one year of United States History and wants to prepare to take the Advanced Placement Exam.

11. 12

9

Emphasis is placed on a greater mastery of United States History content, working with primary source materials, and being able to analyze documents. The course is also designed to cover areas of United States History that were not covered previously.

## ▶ Economics 1/2 cr Required: 11 or 12

Primary: A1, A2, S, C2 Secondary: A4, C1

Economics is designed to satisfy the State of New Hampshire's requirement for graduation. It is not designed as a Consumer Economics course but as a course that describes the basic economic problems that all societies face. Topics include basic Economic concepts, supply and demand, market structures, fiscal policy and taxation, financial markets, international trade, Economic cycles, and comparative Economic systems. The course will enable students to better understand the significance of Economics in their daily lives.

# Honors Economics 1/2 cr Meets Economics requirement: 11, 12 Primary: A1, A2, S, C2 Secondary: A4, C1

Honors Economics will satisfy the State of New Hampshire's requirement for graduation. It will cover all of the topics addressed in Economics as well as monetary policy. The expectations for the course will be more rigorous, more in depth, and require greater levels of independent student work.

Law and You 1/2 cr 10, 11, 12

Primary: A1, A2, S, C2 Secondary: A4, C1

Law and You is an introductory course that focuses on the philosophy and the development of laws, constitutional rights, court structures, categories of crime, and criminal proceedings. Students will have the opportunity to do a "Ride Along" with the Hopkinton Police Department and participate in a field trip to Concord District and Superior Courts.

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Primary: A1, A2, A4, C1 Secondary: A3, S, C2

Geography will be global in nature and will cover five specific themes: location, place, human environment interactions, movement, and regions. Each of these themes will be used to examine different countries of the world, as well as to examine our Hopkinton/Contoocook communities and the State of New Hampshire.

This course satisfies the 0.5-credit NH State graduation requirement in global studies.

Psychology 1/2 cr 10, 11, 12

Primary: A1, S Secondary: A2, A4

Psychology is a semester course. Psychology is designed to introduce students to the essential tenets of psychology: perspective, methods of conditioning, schools of thought, abnormal behaviors, and intelligence & testing.

Psychology II 1/2 cr 11, 12

Primary: A1, S Secondary: A2, A4

Psychology II is designed to meet the needs of those students who want to further explore issues in psychology. Topics covered will include physiology, sensation, perceptions, memory and therapeutic models. Students will engage in a number of collective activities and independently research a topic of their choice.

Sociology 1/2 cr 10, 11, 12

Primary: A1, A2, S, C1, C2 Secondary: A4

Sociology is a course for the student wanting to know how people relate to their society. The course work will involve looking at what a society is, how we learn in our society, and what the future may be like. Students will also study the topics of suicide, education, and poverty. Sociology is designed to help students better understand the groups that humans have formed and what happens within those groups.

Contemporary Issues 1/2 cr 10, 11, 12

Primary: A1, A2, S, C1, C2 Secondary: A4

Current issues of political, economic, and social importance as they appear in weekly news magazines are examined in the course. Also examined are subjects in the arts, sports, theatre, and sundry topics as they appear weekly. The course will examine in more depth significantly important issues in their historical and contemporary framework.

**№ Eastern Studies** 1/2 cr 10, 11, 12

Primary: A1, S, C1, C2 Secondary: A4

Southeast Asian countries, along with Japan and China, are considered in this course. The histories and cultures of the countries in these areas are studied in light of how they differ from the West. East-West relations and conflicts are examined as well as 19th and 20th Century events and changes which have impacted both the East and West, such as the rise of

**Prerequisite: Psychology** 

Japan as an economic power and the Vietnam War.

This course satisfies the 0.5-credit NH State graduation requirement in global studies.

## 20th Century America 1/2 cr (Senior Seminar) 12

Primary: A1, A2, S, C1, C2 Secondary: A4

The seminar format will provide seniors with a capstone experience in Social Studies. Students will read, research, and develop presentations and projects in an interactive atmosphere with the instructor. This course will give each student the knowledge necessary to begin to comprehend the impact of the 20th century on their lives. 20th Century America is designed to help the student better understand the causes and worldwide consequences of World War I, the Depression of 1929, World War II, the Cold War, and some post World War II conflicts. This course will also discuss major cultural, economic, social, and political developments of the 20th Century.

Fed Challenge1/2 cr12Fed Challenge Team1/2 cr12

Primary: A1, A2, S, C1, C2 Secondary: A4

Fed Challenge is an advanced study of monetary policy that explores the market forces and institutional structions that determine the Fed Funds Rate. The first semester course is dedicated to understanding the multitude of economic data that determine monetary policy.

During the second semester, a team of five students will be selected from the first semester course to participate in the Fed Challenge Competition sponsored by the Federal Reserve Bank.

Civics Will not be offered in 2006-2007 1/2 cr 11. 12

# **TECHNICAL EDUCATION**

**Wood Technology 1** 

1/2 cr

9, 10, 11, 12

Primary: A2, A4 Secondary: S

Wood Technology 1 is an introductory course in wood technology, available to any high school student, regardless of previous experience. The course will stress the use of hand tools, basic machinery, and safety. Students will work with a variety of woods on several different projects. The use of a CAD program will also be introduced in this course.

**Wood Technology 2** 

1/2 cr

9, 10, 11, 12

Primary: A2, A4 Secondary: S

**Prerequisite: Wood Technology 1** 

Wood Technology 2 is a more detailed course in wood technology. Students will be introduced to a variety of machine operations and woodworking techniques. Emphasis will be placed on design and construction of projects. Techniques stressed will include joinery, gluing and clamping, machining, finishing, computer write-ups, CAD, and machine tool safety.

**Advanced Woods** 

1 cr

10, 11, 12

Primary: A2, A4 Secondary: S

Prerequisite: Wood Technology 1 & 2

Advanced Woods provides individualized instruction in advanced woodworking techniques. Students are required to problem solve and plan in detail products produced from various woods. Units of study include designing furniture, tool and machine maintenance, fixture and jig set up, advanced joinery, computer techniques, and safety.

**Lathe Turning** 

1/2 cr

9, 10, 11, 12

Primary: A2, A4 Secondary: S

This course is for students who want to explore Wood Technology with emphasis in lathe turning. The course content includes instruction in both spindle and faceplate turning, lathe safety, and basic skills using a bowl gouge, skew chisel, parting tool, and spindle gouge. Students can select from a variety of projects, including pen making, bowl turning, goblets, jewelry, as well as a wide range of additional assorted lathe turning projects. The course content is reinforced by laboratory activities, product selection, design, production, and safety.

# SUPPORT SERVICES

Students in grades 9-12 identified to be in need of specialized services can receive support in their academic classes through program modifications. In addition, the Learning Center can provide additional support, tutorial and remedial services. Students receive individual and/or small group instruction in a variety of settings throughout the school. Additional services are available as identified in an individual student's Individualized Education Program (IEP) or 504 Plan.

**Social Cognition 1** 

1/2 cr

9, 10, 11, 12

Primary: A1, A2, A4 Secondary: A3, S, C1 **Prerequisite: Permission of instructor** This course is designed to be a personal journey for the student. Students will take an active role in learning and developing behaviors necessary for success in school and everyday settings. Students will understand the development of physical, social, intellectual, and emotional aspects unique to adolescents.

**Social Cognition 2** 

1/2 cr

10, 11, 12

Primary: A1, A2, A4 Secondary: A3, S, C1

**Prerequisite: Social Cognition 1** 

The students, along with discovering the ability to create change and solve real-world problems, will investigate career planning and will generate a service project as a culminating activity.

**Junior Workshop** 

1/2 cr

11

Primary: A1, A2, S Sec: A3, A4, C1, C2

Prerequisite: Permission of instructor

This course provides weekly instruction and guidance for juniors to help them anticipate and plan for their transition from high school, and to enter their senior year with a clear plan in mind. The class focuses on setting short-term, school-related goals within the larger context of their post-secondary educational and career goals. Futures planning activities help students articulate their personal, academic, and career aspirations, and lead them to list the specific steps they must take to reach their dream. Identifying sources of support and assistance is part of this process. Underlying this process is the academic goal of helping students cultivate executive functioning skills (establishing goals, making decisions, setting priorities, sequential planning, solving problems, monitoring results, and revising the plan). The course meets once a week and is team-taught by instructors from several disciplines.

Primary: A1, A2, S Sec: A3, A4, C1, C2

**Prerequisite: Permission of instructor** 

This course offers a step-by-step process for transitioning from high school to the next steps beyond graduation. Students initiate the process with goal clarification, and move through the steps necessary to reach their individual goal, including completing college, job, and/or military applications, exploring funding sources for future training, visiting local campuses or job sites (based on individual goals and needs), rehearsing interview skills through class presentations of their goals and process, and examining day-to-day skills necessary for successful independent living. In addition, group activities which emphasize communication, teamwork, and leadership are woven into the program. Underlying this process is the academic goal of helping students cultivate executive functioning skills (establishing goals, making decisions, setting priorities, sequential planning, solving problems, monitoring results, and revising the plan). The course meets once a week and is team-taught by instructors from several disciplines.



Hopkinton High School in 1903, when it was on School Street in Contoocook.

# OTHER OPPORTUNITIES

### Adventure Education

1/2 cr

10, 11, 12

Primary: A1, A2, A3, A4, S Secondary: C1, C2

This course is open to students in grades 10-12 who enjoy the outdoors, enjoy challenging themselves, and are willing to work with other students. The primary goal of this class is to learn how to safely participate in the following adventure-based activities: backpacking, rock climbing, biking, orienteering, ropes course/challenge, wilderness survival, snowshoeing, shelter making, and kayaking/canoeing. Secondary goals include, but are not limited to, increasing a student's self-confidence, self-reliance, self-awareness, and the ability to understand the needs of others. Keeping a journal is a requirement through all activities.

## **Independent Study**

1/4 - 1 cr

10, 11, 12

A student may assume the responsibility of taking a course as Independent Study, provided the following requirements are met:

- The course is not a requirement for graduation.
- The course is not available as a standard offering of the school or the student has demonstrated knowledge and mastery of the subject which is significantly beyond that taught in the standard course.
- A faculty member is willing to plan, supervise, and evaluate the course work which the student will produce.
- Proposal deadline is the second Friday in September.
- An independent study may be added in January with permission.
- Contracts are available in the Guidance Office.
- The independent study must be a 6th course for seniors or a 7th for underclassmen.

An independent study course is not restricted in length and may be awarded credit based upon the following:

34 hours or more = 1/4 credit

68 hours or more = 1/2 credit

102 hours or more = 3/4 credit

135 hours or more = 1 credit

Students in grades 9-12, who are in good academic standing and who have special talents, are encouraged to use their free time in service to their fellow students. Peer instructors work under the direction of teachers in a variety of capacities, including one-to-one tutoring, small group tutoring, laboratory preparation, clerical work, or skills demonstration. Credit is offered for Peer Instruction at the rate of 1/2 credit per one year of work. **Note: Peer instruction is taken in addition to a student's normal course load.** 

## Driver Education 1/4 cr 9, 10, 11, 12

Prerequisite: Student must be 16 by the last scheduled class of the course.

Eligibility for enrollment in this course will be according to birth date. The class is set up according to standards of Hopkinton School District and the State of N.H. and consists of 32 classroom hours and 10 driving hours. Emphasis is given to motor vehicle laws, defensive driving, and safety. The cost of the course is \$450, starting with the 2004 summer course, and must be paid by the student. The course is offered each quarter and once in the summer.

## Concord Reg. Technology Ed. Center 2 cr

10, 11, 12

Part time cooperative technical education is available to juniors, seniors, and, occasionally, selected sophomores at Hopkinton High School through an arrangement with the Concord Technology Center. Interested students may elect a program from the following:

- Auto Technology I & II
- Graphic Arts Technology I & II
- Construction Technology I & II
- Criminal Justice I & II
- Culinary Arts I & II

- Foundations of Education
- Health Science & Tech. I & II
- Information Technology I & II
- Marketing I & II

Students with a vocational course as a part of their total academic program spend approximately two and a half hours each day at the Vocational Center and the remainder of their day at Hopkinton. Student schedule adjustments are made when possible to accommodate the block of time in which it is necessary to travel from HHS to the Technology Center. Students may take academic courses at Hopkinton which compliment their vocational training.

Most programs offered by the Technology Center comprise a duration of two (2) years. It is important to recognize that those students enrolled in technology programs during their junior and senior years may satisfy some of the State's mandatory graduation requirements. For example:

2 yrs. - Graphic Arts = 1/2 credit in fine arts

2 yrs. - Health Occupations = 1 credit in science and 1/2 credit in health

2 yrs. - Marketing = 1/2 credit in consumer economics

Students earn two (2) credits per year for successfully completing a technology program, for a total of four (4) elective credits toward graduation requirements.

### **School Governance**

9, 10, 11, 12

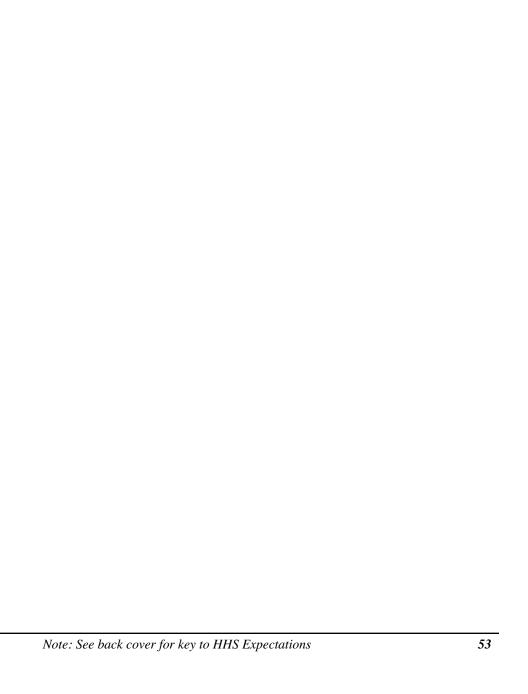
Primary: A1, A2, S, C1, C2 Secondary: A4

Students have the opportunity to take part in school governance through participation in Student Council and by being a class officer. Additionally, community meetings, (Hawk Talks), are held monthly to provide students the opportunity to convey information about events and student accomplishments, to perform musical selections, and to participate in "open mic" for purposes of expressing viewpoints and suggestions.

### Notice of Non-Discrimination

The Hopkinton School District does not discriminate in its education programs, activities, or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Individual with Disabilities Education Act Any person having inquiries concerning the Hopkinton School District's compliance with the regulations or the implementation of these laws may contact: Steven Chamberlin, Principal.

Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education or the Director, U.S. Department of Education, Office for Civil Rights, Region I, Boston, Massachusetts.



### HOPKINTON MIDDLE /HIGH SCHOOL MISSION

We foster a learning environment that is safe, supportive, and respectful.

We promote personal integrity, intellectual curiosity, and civic responsibility.

We provide traditional and innovative opportunities for students to maximize their potential.

### **Academic Expectations (A)**

Working independently and cooperatively, students at Hopkinton Middle/High School are expected to acquire the skills, knowledge, and behaviors necessary to:

- communicate ideas and information in written, spoken, and artistic modes; (A1)
- identify, analyze and solve problems; (A2)
- participate in activities that promote wellness; (A3)
- utilize instruments, tools, and technology. (A4)

### **Social Expectations (S)**

Students will act with integrity, compassion, and respect. (S)

### Civic Expectations (C)

Students will contribute to the well-being of society and act with respect for the differing values of the global community. (C1)

Students will honor and fulfill the responsibilities of citizenship. (C2)

## **Key to Course Listings:**

