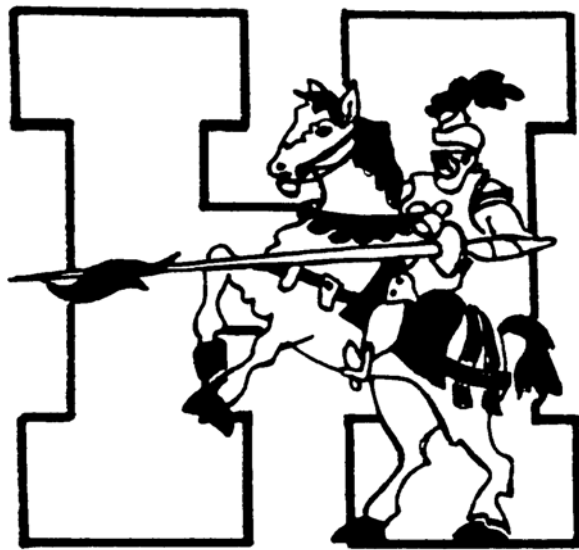


# Holyoke High School



## Course Selection Guide

# Table of Contents

Message from the Principal.....	2
Vision Statement.....	3
Student Course Selection Process.....	4
Course Withdrawal/Add Regulation Policy.....	5
Course Change Request Form.....	6
Grading System.....	7
National Honor Society.....	8
Transfer Students .....	9
Grade Promotion Policy and Graduation Requirements.....	10
State College and University Course Requirements.....	11
Holyoke High School Activities and Sports.....	12
Attendance Policy.....	13
I.D. Policy .....	14
Business and Educational Technology Department.....	16
Career Development.....	20
English Department.....	21
English Language Learners Department.....	25
Health Department.....	27
Mathematics Department.....	28
Music Department.....	32
Physical Education Department.....	34
Science Department.....	35
Social Studies Department.....	41
Special Education Department.....	44
Visual Arts Department.....	47
World Language Department.....	48

# A Message from the Principal

This Course Selection Guide is designed to provide useful information both to you as students and to your parents regarding policies and courses at Holyoke High School. I hope that it proves to be educationally profitable to you.

High school represents a time of great change for students. The work load and social adjustments are greater here than they were at the middle school level. Your years at Holyoke High School will be exciting, fulfilling, and loaded with many new opportunities of which you must take advantage.

Central to your life as a student at Holyoke High School and to your future is the selection of a meaningful course of study. You need to work closely with your parents, teachers and guidance counselor in the scheduling process. Your counselor will take your interests, experiences and abilities, apply that knowledge to your goals and work with you to develop the most appropriate schedule for the upcoming school year.

Please review this guide thoroughly; it will answer many of the questions you have about the scheduling process and the courses that are available to you. Your guidance counselor will be able to answer any questions that you may still have regarding the scheduling process.

David L. Dupont  
Principal

## **VISION STATEMENT**

Holyoke High School's Vision is to ensure that all students are provided the opportunity to acquire the knowledge and skills needed to graduate prepared to pursue higher education without remediation and/or a rewarding career and function as responsible citizens in a diverse society.

The successful pursuit of our vision requires the active participation and cooperation of students, faculty, parents/guardians and the community at large.

## **EXPECTATIONS FOR STUDENT LEARNING**

Holyoke High School students will:

### **Academic Expectations**

- Read effectively and critically for information and understanding
- Communicate clearly and effectively as writers and speakers
- Use critical thinking, problem-solving and reasoning techniques effectively
- Demonstrate effective use of appropriate technology

### **Social Expectations**

- Demonstrate open-mindedness and respect for all members of the school community
- Assume responsibility for their behavior

### **Civic Expectations**

- Participate in the school's extracurricular and co-curricular activities and/or activities in the broader community
- Understand their rights and responsibilities as members of the school community and larger community.

## **Student Course Selection Procedures**

The outline of offerings in this course selection guide represents a comprehensive list of courses which are expected to be available. Some courses may not actually be realized because of factors determined by subsequent School Committee decisions, appropriate enrollment, or the availability of certified teachers.

Courses which may be established, with School Committee approval, after the publication of this guide, will be announced and posted in the appropriate schools.

1. To help with preliminary decisions, classroom teachers will discuss options of course sequence and levels within their departments.
2. The guidance counselors will then begin the actual course selections with individual students. A Parent Authorization Form containing a duplicate list of the courses selected for the upcoming year will be completed. It must be signed by a parent and returned to their guidance counselor after the student's courses have been selected. If the parents do not agree with the selection, they should indicate their preferences on the Parent Authorization Form. This form should be returned by the student to the guidance counselor immediately in order that course changes can be made.
3. Parents may reconsider selections even after returning the signed Parent Authorization Form. Simply submit a signed note describing the change desired to the guidance counselor.
4. Early in June, a Course Verification List will be generated for each student. This is to insure that all course selections introduced into the computer for actual scheduling are correct. This verification sheet constitutes the final opportunity to make course changes. After this point, student schedules are considered final except for administrative adjustments, course failures, or failure to meet prerequisites.
5. Students and parents are advised that once the new school year has begun, all regulations concerning withdrawal from a course will be in effect. (See Withdrawal/Add Regulations.)

### **Access to Equal Educational Opportunity**

In compliance with Chapter 622 of the Acts of 1971, and Title IX, all courses of study offered at Holyoke High School are open and available to all students without regard to race, color, sex, religion, national origin or sexual orientation. Any suspected failure to abide by the provisions of federal and state statutes providing for equal opportunity should be reported to the Principal.

## **Course Withdrawal/Add Regulations**

Students are expected to complete courses selected. Parents and members of the Educational Team (teachers, guidance counselors, department heads, and administrators), however, may initiate reasonable schedule changes only during special time windows for schedule changes.

### **After the start of the school year, unless there is a scheduling conflict, there will be no changes in program except:**

1. During the first quarter of the school year, a change in academic level or to balance classes within a department may be made.
2. A change to correct an error in a schedule may be made.
3. For the Second Semester, depending upon course availability
  - a. Senior students needing credits for graduation will be given priority for placement.
  - b. A change in academic level or to balance classes within a department may be made during the first week of the second semester. A recommendation for a change resulting from a pre-referral conference, an I.E.P., or at the request of the supervisor of Special Needs for the Secondary Level may be made.
4. Exceptions to the above regulations may be made only under extraordinary circumstances with the written permission of the principal.

**NOTE:** With any change in ability level within a department, the student's numerical average will be forwarded to the new teacher.

### **ALL CHANGES MADE IN A STUDENT PROGRAM WILL REQUIRE THE USE OF THE COURSE CHANGE REQUEST FORM.**

Students may approach their teacher or guidance counselor and request that a course level change be considered. To initiate this change, the student must obtain a COURSE CHANGE REQUEST FORM on which are listed all procedures to follow to complete a course change.

As set out in the steps on the COURSE CHANGE REQUEST FORM, the change request will be reviewed by the parties concerned and a decision rendered. If the request is approved, the guidance counselor will complete an ADD/DROP FORM. Should the request be denied, an appeal by the parent of the student may be made through the head of the department in which the course is offered or through the principal.

**COURSE CHANGE REQUEST FORM**

Student: \_\_\_\_\_ I.D.# \_\_\_\_\_ HR \_\_\_\_\_ Date: \_\_\_\_\_

Counselor: \_\_\_\_\_

Course Change Request: From: \_\_\_\_\_ To: \_\_\_\_\_

Reason for Request:

I.) Teacher's Comments \_\_\_\_\_

\_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

II.) Department Chair's Comments \_\_\_\_\_

\_\_\_\_\_

Department Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

III.) Guidance Counselor's Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Effects of Change on promotion/graduation/schedule \_\_\_\_\_

\_\_\_\_\_

Guidance Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

IV.) Parent's Comments \_\_\_\_\_

\_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

V.) Final Disposition \_\_\_\_\_

\_\_\_\_\_

## Grading System Weighted Values

	Numerical Grade Equivalent	AP Level Courses	Honors Level Courses	Standard Level Courses
A+	97-100	5.00	4.66	4.33
A	93-96	4.66	4.33	4.00
A-	90-92	4.33	4.00	3.66
B+	87-89	4.00	3.66	3.33
B	83-86	3.66	3.33	3.00
B-	80-82	3.33	3.00	2.66
C+	77-79	3.00	2.66	2.33
C	73-76	2.66	2.33	2.00
C-	70-72	2.33	2.00	1.66
D+	67-69	2.00	1.66	1.33
D	63-66	1.66	1.33	1.00
D-	60-62	1.33	1.00	0.66
F+	50-59	0.00	0.00	0.00
F	0-49	0.00	0.00	0.00

**GRADE POINT AVERAGE (G.P.A.)** will be computed as the sum of credits each multiplied by their weighted value and then divided by the sum of credits. All graded courses contribute towards the G.P.A. except for Practical Office Experience.

**HIGH HONOR ROLL** will be determined by a grade point average of 3.66 or higher. Honor rolls are based on grades at 10 week marking periods. Grades in Practical Office Experience will not be included in honor roll calculations.

**HONOR ROLL** will be determined by a grade point average equal to or greater than 3.00 but less than 3.66. Grades in Practical Office Experience will not be included in honor roll calculations.

**NATIONAL HONOR SOCIETY** candidates must maintain an earned grade point average of 3.5 or higher as well as demonstrate outstanding qualities in three additional areas: Leadership, Character, and Service.

**RANK IN CLASS** will be determined by the GPA over sixteen quarters. Grades in Practical Office Experience will not be included in rank in class calculations.

In order to permit students, parents, and college officers to read and interpret transcripts or report cards easily, the weights of grades are based around the standard 4.0 point scale. A student receiving all Standard 'A's, or all Standard 'B's, or all Standard 'C's would receive, respectively, a 4.0, 3.0, or a 2.0 grade point average.

Under a weighted system, it is possible for a talented student to have a GPA higher than 4.0. With the number of advanced weighted courses available to students grades 9-12, it is possible for the maximum weighted GPA to be 4.67.

The GPA derived from the weighted grades is a good measure of a student's individual achievement. It does provide a single number, "the average", of four years of a student's grades. Weighted GPA is also used as a standard to determine Honor Rolls and membership in the National Honor Society, and as such it recognizes a student's achievement at his or her own ability level.

### **Rotating Schedule**

Holyoke High School follows a rotation system in which the seven class periods are rotated daily.

### **National Honor Society**

In order to be considered for membership in the National Honor Society, a student must have demonstrated academic achievement, active participation in school activities, service to school and community, and maintained a character reflecting scholarship and concerned citizenship.

Membership will require presentation of documented evidence of scholarship, participation in school activities, and recognition/awards. Membership will be open to qualified juniors and seniors based on objective criteria. Evidence of positive character traits and leadership will be expected. Student achievement will be reviewed twice a year. Failure to maintain these requirements will result in a period of probation not to exceed one quarter of the school year. Rejection does not preclude reapplication the next year.

#### **Scholarship**

- A student must achieve and maintain a 3.5 cumulative grade point average.

#### **Character**

- A student must not exceed 10 absences.
- A student must not exceed 10 tardies.
- Any student who exceeds the limit of absences or tardies must submit documentation in order to be considered or re-evaluated.
- Any student suspended or assigned to In-house must submit documentation in order to be considered or re-evaluated. Any active member receiving a suspension will be placed on probation pending examination of his/her records at the biannual review.

#### **Service**

- A candidate and member must actively participate in at least two school activities in the year of application and at least two school activities in the previous school year.
- A candidate and member must volunteer his/her service(s) in the school and community.
- Consideration will be given to a student who has maintained a continuing paid employment during the year.
- These standards must be continued throughout membership.

#### **Leadership**

- A student must demonstrate a positive guiding influence in some activity either in or out of school life, and he/she must be thoroughly dependable in any responsibility accepted.
- Consideration will be given to a student who receives special recognition, honor, or awards in school or community activities.

## Notes for Transfer Students

### **A. Entering Honors or Advanced Placement Course Sequences**

Holyoke High School offers honors or advanced weighted courses in Foreign Language, Mathematics, Science, English, Business and Social Studies. If the student feels qualified, and the Guidance Counselor approves, a student may elect any of the honors courses based on his or her achievement at other schools.

A transfer student who feels that his or her background is sufficient to elect the honors sequence should receive approval from the Department Chairman to work out a plan of study for his or her remaining years at Holyoke High.

### **B. Students Transferring from Any Vocational /Technical School**

A student transferring from a vocational/technical school will be credited with a maximum 10 vocational credits (shop credits) per year.

### **C. Students Transferring from Dean**

To the Parent and Student applying to transfer from Dean Technical to Holyoke High School or from Holyoke High School to Dean Technical High School:

Transferring from one high school in Holyoke to another once the school year has begun is a serious decision and should be made only for very important reasons.

The high school to which a student is transferring may not be able to offer exactly the same program, possibly resulting in the loss of academic credit in certain courses for the year in which the transfer occurs.

A request for a transfer after the end of the 1st quarter requires the approval of both high school principals and will only be considered in emergency situations.

# GRADE PROMOTION POLICY AND GRADUATION REQUIREMENTS

Listed below are the minimum requirements for grade promotion and for graduation:

- All courses must be taken and completed and all credits earned while the student is enrolled in high school or an accredited post-high school program.
- The Massachusetts Department of Education requires that students pass the MCAS exam in order to graduate. Starting with the Class of 2010, an Educational Proficiency Plan (EPP) will be required for every student who has not scored at least 240 on the 10<sup>th</sup> grade Mathematics and/or English Language Arts test/retests. Successful completion of the EPP will be required in the subject area in which the student did not score 240.
- Students must meet the graduation requirements of the class with which they graduate.
- Students who do not satisfy the graduation requirement cannot participate in graduation exercises.

## GRADUATION REQUIREMENTS

For all classes, the following requirements must be included in the total credits for graduation:

<b>English</b>	4 courses
<b>Mathematics</b>	3 courses
<b>Social Studies</b>	2 courses (including U.S. History), 3 starting with the class of 2013
<b>Science</b>	3 courses (starting with the Class of 2010)

In addition, all students must take 4 courses in **physical education** (1 each year).

If necessary, a grade 12 student may take both English 11 and English 12, or the equivalent in English as a Second Language/English courses.

## PROMOTION REQUIREMENTS

**Promotion from grade 9 to 10**      **30** credits including English/ESL

**Promotion from grade 10 to 11**      **60** credits including English/ESL

**Promotion from grade 11 to 12**      **90** credits including English/ESL\*

**For graduation**      **A minimum of 120** credits

Summer School attendance will be allowed **only** for students with a final grade of F+ (50-59) in the course they wish to retake.

## **State College and University Course Requirements**

The public four-year colleges and universities in Massachusetts require 16 one-year units College Preparatory course work as MINIMUM eligibility requirements:

- 4** Units in **ENGLISH** emphasizing reading, writing, composition, and literature.
- 3** Units in **MATHEMATICS**; Algebra I and II, Geometry, Trigonometry, and Mathematical Analysis. A fourth year of mathematics is recommended for students interested in college physics, engineering, or nursing/health sciences.
- 3** Units in **SCIENCE**, including two with labs, such as Chemistry, Biology, or Physics.
- 2** Units in **SOCIAL SCIENCE**, including one year of U.S History.
- 2** Units in **FOREIGN LANGUAGE**. Two years of a single foreign language is a minimum with three years recommended.

Additional elective units in specified areas:

ENGLISH  
MATHEMATICS  
COMPUTER SCIENCE  
NATURAL AND PHYSICAL SCIENCE  
SOCIAL SCIENCE  
FOREIGN LANGUAGE  
VISUAL AND PERFORMING ARTS  
HUMANITIES

Special exemptions exist for vocational/technical students and learning disabled students. These students are referred to college admissions officers for further clarification.

## Holyoke High School Activities

<b>VARSITY</b>	<b>Sports</b>	<b>FRESHMEN</b>
Baseball	<b>J. V.</b> Baseball	Baseball
Basketball (boys)	Basketball (boys)	Basketball (boys)
Basketball (girls)	Basketball (girls)	Basketball (girls)
Cheerleading (co-ed)	Cheerleading (co-ed)	
Cross Country (boys)		
Cross Country (girls)		
Field Hockey (girls)	Field Hockey (girls)	
Football	Football	Football
Golf		
Ice Hockey		
Indoor Track (boys)		
Indoor Track (girls)		
Skiing (boys )		
Skiing (girls)		
Soccer (boys)	Soccer (boys)	Soccer (boys)
Soccer (girls)	Soccer (girls)	
Softball	Softball	
Swimming (boys)		
Swimming (girls)		
Tennis (boys)		
Tennis (girls)		
Track & Field (boys)		
Track & Field (girls)		
Volleyball (boys)	Volleyball (boys)	
Volleyball (girls)	Volleyball (girls)	

<b>Activities</b>	
Anime (Japanese Art) Club	GEAR-UP
Art Club	Herald
As Schools Match Wits	Latin Club
Band (Concert, Jazz, & Marching)	Math Club
Bilingual Club	National Honor Society
Business and Educational Technology Club	Operation Close-Up
Choir (Bell, Concert, & Madrigal)	SCORE Peer Mediators
Color Guard	Spanish Club
Connections	Student Council
Debate Team	Upward Bound-HCC
Drama Club	Upward Bound-Northfield Mt. Herman
French Club	Yearbook
Gay & Straight Alliance	

## Office Hours

All teachers are available for an after school office hour on a weekly basis. The specific day on which the office hour is scheduled rotates yearly. Contact the Guidance Department for this year's office hour schedule.

## Holyoke High School Attendance Policy

1. A student must be in attendance for at least 92% of the days school is in session. That is, to earn promotion to the subsequent grade, a student must not miss more than nine (14) days. It is understood that 14 represents a maximum figure and that students should make every reasonable effort to be in school every day.
2. When a student is absent for a maximum of seven (7) days, or when a suspicious attendance pattern is apparent, the school will contact the parent(s)/legal guardian(s) in writing, in the language of the home, requesting a conference between parent(s)/legal guardian(s) and Principal or Assistant Principal. Parent(s)/legal guardian(s) need to respond within a five-day period. If the student is under sixteen (16) years of age, it should be expressly understood that failure for parent(s)/legal guardian(s) to respond will result in the case being referred to the Office of Student Services.
3. When a student under sixteen (16) years of age is absent for ten (10) days, school personnel will make a home visit and report back to the school in writing. When a CHINS (Child In Need of Services) Petition is to be filed, the school will submit an Attendance Form to the Attendance Officer. On this form, in addition to the information requested, the school will document its contacts with parent(s)/legal guardian(s). The school will continue to closely monitor the student's attendance.
4. It is extremely important that days of absence built into the attendance policy are not to be considered as authorized days for absence but are reserved for illness and emergencies. It is important for parent(s)/legal guardian(s) and students to be aware of the consequences of absences from school when making appointments during school hours or vacation plans which might involve days out of school. Such absences may result in loss of credit.
5. Truancy: When a student is absent for a maximum of three (3) days without permission, the school will contact the parent(s)/legal guardian(s) by phone or in writing, informing them of these unexcused absences.
6. Students must be in attendance at school by 11:30 a.m. daily in order to be marked present. Students who arrive at school after 11:30 a.m. shall be marked absent for the day.
7. A student must be in attendance for at least 92% of the days school is in session. That is, to earn promotion to the subsequent grade, a student must not miss more than nine (14) days. It is understood that 14 represents a maximum figure and that students should make every reasonable effort to be in school every day.

**Holyoke High School**  
**Attendance Policy**

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12. Students must be in attendance at school by 11:30 a.m. daily in order to be marked present. Students who arrive at school after 11:30 a.m. shall be marked absent for the day.

**I.D. Policy**

Students shall wear their proper student identification cards (IDs) at all times during the school day. Students shall not be allowed in class without their IDs. Students not wearing their IDs will be sent to their assistant principals. Students failing to wear their I.D.s face progressively stronger disciplinary consequences, including warnings, detentions and suspensions.

Students who lose their identification cards (IDs) will be sent to the ID office with permission from their Assistant Principal. Beginning with the 3<sup>rd</sup> offense of a lost or missing ID, the student will be charged \$3.00 for replacement of the ID. In lieu of payment of the ID replacement charge, the student may agree to provide 45 minutes of community service after school. Once such an agreement is made, failure to provide the community service as scheduled will result in the imposition of the \$3.00 charge.

## Program of Studies

This section lists all credited courses offered by all departments at Holyoke High School. The availability of each course is contingent upon enrollment. Each entry has a short description of the course content as well as information on assigned credits, course duration, course weights, and prerequisites. Students should familiarize themselves with the course offerings before scheduling a meeting with their guidance counselor.

### Explanation of Abbreviations

- hr** - represents the number of periods that a course meets during one week.. A 2.5 hr course meets every other day.
- wk**- represents the number of weeks a course is scheduled.
- cr** - represents the number of credits assigned to a course. All graded courses receive credit. Assignment of credits is based on one rule: one credit is assigned for one classroom hour per week over the entire school year of 40 weeks. Multiples or fractions of credits are assigned based on the number of weekly meetings or terms a course covers.
- wt** - represents the academic weight assigned to a course. Holyoke High School recognizes that all courses have intrinsic value, but to provide for the wide diversity of student interests and abilities, and to encourage students to select more challenging offerings, the following weights have been adopted:
- **Advanced wt** is assigned to courses that demand achievement equivalent to comparable college courses or at a significantly more demanding pace and depth.
  - **Standard wt** is assigned to courses that require achievement appropriate to a quality high school.

Prerequisites are to be viewed as firm guidelines for registration in any course. A student may submit a written request that prerequisites for a specific course or courses be waived. The written request must detail reasons for the waiver of any prerequisites. Such cases will be reviewed by the appropriate Department Head(s) and the Principal. A proficiency test may be required.

## **BUSINESS AND EDUCATIONAL TECHNOLOGY** **DEPARTMENT**

The Holyoke High School Business and Educational Technology Department offers instruction in business practices to students who plan to further their business studies at the post secondary level as well as to students who intend to enter the workplace upon graduation. Students may freely select from any of these courses to suit their needs or abilities. **Successful completion** of 624 Microsoft Office Suite is a prerequisite for all business courses except Accounting I and Accounting Intensive. Questions regarding prerequisites should be referred to the Department Chair. Course enrollment is limited by availability of computers.

- |  |  |            |             |              |                    |
|--|--|------------|-------------|--------------|--------------------|
| <b>624</b>   | <b><u>Microsoft Office Suite</u></b>           | <b>5hr</b> | <b>40wk</b> | <b>5cr</b>   | <b>Standard wt</b> |
| <p>This is an introductory course designed to provide an overview of keyboarding and Microsoft Word, Excel and PowerPoint. The technology skills gained can be applied to work in other business courses and/or transferred into other curricular areas, including mathematics, English, science, social studies and foreign languages. This course is a prerequisite for <u>most</u> business courses. This course is highly recommended for Freshmen and incoming students. <b>HCC articulation agreement – 1 college credit</b></p> |  |            |             |              |                    |
| <b>602</b>   | <b><u>Microsoft Office Suite Intensive</u></b> | <b>5hr</b> | <b>20wk</b> | <b>2.5cr</b> | <b>Standard wt</b> |
| <p>This course offers students an opportunity to learn Microsoft Word, Excel and PowerPoint and typing in a fast paced working environment. This class is designed for the senior student who has not had the time or space to fit a computer class into his/her schedule. This course is a pre-requisite for most business classes.<br/><b>PREREQUISITE:</b> Senior standing only. <b>HCC articulation agreement – 1 college credit</b></p>   |  |            |             |              |                    |
| <b>610</b>   | <b><u>Accounting I</u></b>                     | <b>5hr</b> | <b>40wk</b> | <b>5cr</b>   | <b>Standard wt</b> |
| <p>This course introduces basic accounting concepts and career options. The major focus is on principles and practices of accounting: full accounting cycles for single proprietorships and partnerships.<br/><b>PREREQUISITE:</b> A grade of 'C' or better in Math.</p>   |  |            |             |              |                    |
| <b>310</b>   | <b><u>Accounting II Honors</u></b>             | <b>5hr</b> | <b>40wk</b> | <b>5cr</b>   | <b>Honor wt</b>    |
| <p>This course reinforces fundamental Accounting I principles and extends them to more complex accounting practices. Competency-based goals, tasks, and simulations help prepare students for entry-level accounting positions or for further study in accounting.<br/><b>PREREQUISITE:</b> A grade of 'B' or better in Accounting I 610 or Accounting Intensive 612.</p>  |  |            |             |              |                    |



- 629**    **Microsoft Office User Specialist (MOUS)**    **5hr**    **20wk**    **2.5cr**    **Standard wt**  
 This prep course provides a framework for end-user proficiency with Microsoft Office Suite applications. An opportunity is provided to master the four components of the suite: Microsoft Word, Microsoft Excel, Microsoft PowerPoint and Microsoft Access.  
**PREREQUISITE:** Microsoft Office Suite 624 with a 'C' or better.    **HCC articulation agreement – 4 college credits for 625 & 629**
- 636**    **Money and Banking I**    **5hr**    **20wk**    **2.5cr**    **Standard wt**  
 Become a financially responsible individual! Students will analyze their current financial status and design future financial goals. Learn about credit and how not to jeopardize your future. The course will highlight reasons behind good decision making and investment planning as well as various investment choices. Participation in Stock Market competitions will give students an opportunity to manage various stock portfolios.  
**PREREQUISITE:** Microsoft Office Suite 624
- 638**    **Money and Banking II**    **5hr**    **20wk**    **2.5cr**    **Standard wt**  
 Emphasis of the class will focus on an advanced study of the stock market including expanding financial vocabulary. Topics covered include real time examination of business events as they occur and the learning and using of tools required to evaluate company and industry performances.  
**PREREQUISITE:** Money & Banking I 636 with a grade of 'C' or better.
- 637**    **Web Page Design I**    **5hr**    **20wk**    **2.5cr**    **Standard wt**  
 Students will explore current web sites and learn the critical components for effective web site designs. Using Hypertext Markup Language (html), students will design and compose several project web sites. They will also learn how to design web sites using Dreamweaver software.    **HCC articulation agreement – 3 college credits**  
**PREREQUISITE:** Microsoft Office Suite 624
- 635**    **Web Page Design II**    **5hr**    **20wk**    **2.5cr**    **Standard wt**  
 Students will apply acquired web page design skills to real world situations. Students will be expected to work on the creation, design, and maintenance of web sites utilizing the skills and knowledge from Web I. Students may have the opportunity to work on other community and business websites.  
**PREREQUISITE:** 637 Web Page I, a “B” average or better, instructor approval required.
- 643**    **Desktop Publishing**    **5hr**    **40wk**    **5cr**    **Standard wt**  
 Through the use of Adobe InDesign software, students will develop basic skills in the fundamentals of desktop publishing. Principles of layout and design, graphic techniques, and publishing terminology are stressed. Opportunities for creativity, problem solving, and decision making are incorporated.  
**PREREQUISITE:** Adobe Illustrator 646 and Adobe Photoshop 645.



## CAREER DEVELOPMENT

<b>728</b>	<b><u>Jobs for Bay State Graduates Senior</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>732</b>	<b><u>Jobs for Bay State Graduates Junior</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>734</b>	<b><u>Jobs for Bay State Graduates Soph</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>

Jobs for Bay State Graduates, Inc. (JBSG), provides academic and career counseling to high school students in need of personal and job preparation services. In the 10<sup>th</sup> and 11<sup>th</sup> grade years, students are involved in a career awareness program curriculum that focuses on drop out prevention. During the senior year, the curriculum focuses on career development, job attainment and retention, job survival, basic skill remediation, and leadership development. Students have the opportunity to apply the skills they learn in the JBSG classroom through their participation in the Bay State Career Association. This student run organization motivates students through pride of membership and participation in project-based activities that teach career preparation, leadership, and civic and social awareness.

After graduation from high school, JBSG students receive 12 months of follow-up services. Through ongoing contact with both the students and the employers, the job specialist assists students with finding full-time, entry level employment, continuing their education, or both to ensure a successful transition from school to work. The focus of the Jobs for Bay State Graduates program is to provide students with the tools necessary to stay and succeed in school, obtain a high school diploma, and find gainful employment upon graduation from high school.







742 **Video Production** 5hr 40wk 5cr Standard wt  
Provides a hands-on introduction to producing videos and broadcast television. The class will focus on four basic components; proper handling and operation of a video camera, recording audio with a variety of microphones, the important role of lighting, and the use of technology through editing software for students to deliver finished video to a viewing audience. Students will complete programs working alone, or in teams similar to a broadcast studio crew. Subjects will range from arts and theatre, documentary and news, to sports and commercials. **Note: Students will be required to sign a contract of responsibility for equipment use.**

# **ENGLISH LANGUAGE LEARNERS**

The English Language Learners (ELL) Program offers the limited English proficient student a unique opportunity to participate fully in the educational process at Holyoke High School. The program seeks to provide its students with a broad range of academic courses to prepare them to pursue post-secondary education, or to enter the world of work. Students have the opportunity to explore the cultural aspects of our community through coursework and their enrollment in elective courses in the art, music, physical education departments.

The ELL Program follows the sheltered immersion philosophy. The ELL program offers a range of sheltered immersion courses which will allow the student to achieve at the same rate as the mainstream program student.

ELL mathematics, science and social studies courses are included under their respective departments and are equivalent to those courses offered in the mainstream. ELL students whose English proficiency allows them to participate fully are encouraged to take academic courses in English.

Spanish Language Art courses provide for the development of language and literary skills at the high school level.

English as a Second Language (E.S.L.) courses are designed to provide the ELL Program students with the skills necessary to succeed in an English speaking environment. E.L.L. courses are leveled in order to allow students to be placed and to progress through the program as they acquire skills in English. All students are placed in E.S.L. classes according to their English proficiency, not by grade level.

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|------------|---|------------|-------------|------------|--------------------|
| <b>156</b> | <b><u>E.S.L. I Lan/Arts</u></b>   | <b>5hr</b> | <b>40wk</b> | <b>5cr</b> | <b>Standard wt</b> |
|            | ESL I Lan/Arts is designed as the listening, comprehension and speaking component of a first-year English as a Second Language course for Beginner students. Reading and writing are also utilized to develop proper pronunciation, basic grammar and vocabulary.   |            |             |            |                    |
| <b>157</b> | <b><u>E.S.L. I Lit/Com</u></b>  | <b>5hr</b> | <b>40wk</b> | <b>5cr</b> | <b>Standard wt</b> |
|            | ESL I Lit/Com is designed as the reading and writing component of a first-year English as a Second Language course for Beginner students. The development of vocabulary and reading for comprehension is stressed. Writing, speaking and listening are also utilized to express ideas and to discuss and analyze print and non-print texts. |            |             |            |                    |
| <b>158</b> | <b><u>E.S.L. II Lan/Arts</u></b>  | <b>5hr</b> | <b>40wk</b> | <b>5cr</b> | <b>Standard wt</b> |
|            | ESL II Lan/Arts is designed as the listening, comprehension and speaking component of a second-year English as a Second Language course for Early-Intermediate students. Reading and writing are also utilized as reinforcement to develop pronunciation, grammar and vocabulary.   |            |             |            |                    |
| <b>159</b> | <b><u>E.S.L. II Lit/Com</u></b>   | <b>5hr</b> | <b>40wk</b> | <b>5cr</b> | <b>Standard wt</b> |
|            | ESL II Lit/Com is designed as the reading and writing component of a second-year English as a Second Language course for Early-Intermediate students. The development of vocabulary and reading for comprehension is stressed. Writing, speaking and listening are also utilized to discuss and analyze print and non-print texts.          |            |             |            |                    |
| <b>166</b> | <b><u>E.S.L. III Lan/Arts</u></b>   | <b>5hr</b> | <b>40wk</b> | <b>5cr</b> | <b>Standard wt</b> |



<b>905</b>	<b><u>Health/Wellness Education</u></b>	<b>5hr</b>	<b>20wks</b>	<b>2.5cr</b>	<b>Standard wt</b>
<b>919</b>	<b><u>Health/Wellness Education TBE</u></b>	<b>5hr</b>	<b>20wks</b>	<b>2.5cr</b>	<b>Standard wt</b>

This course provides students with an understanding of current health issues as they relate to teens. The objective of this course is to develop strong decision making skills based on accurate current information relative to teen issues. Topics include wellness/safety, stress/mental health, violence, substance abuse, nutrition and human sexuality.

<b>904</b>	<b><u>Health Education II</u></b>	<b>5hr</b>	<b>20wks</b>	<b>2.5cr</b>	<b>Standard wt</b>
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This course provides students with skills/information necessary to interact positively in their community and the world. The object of the course is to develop proactive behavior necessary for good health. Inquiry learning through research is stressed.  
**PREREQUISITE:** A grade of C or better in Health I.

**PLEASE NOTE:** All Freshmen are required to enroll for Health/Wellness Education 903 or Health/Wellness Education TBE 906. Supplemental programs on Health/Wellness topics may be presented to grade 10, 11 and 12 students in collaboration with the physical education department and with the approval of administration.

## **MATHEMATICS DEPARTMENT**

The Mathematics program provides a sequential approach at both exploratory and challenging levels to suit present and future educational, vocational, and cultural needs of Holyoke students. The content is selected and organized with due regard for principles of learning such as those concerning readiness, motivation, rates of learning, and degrees of mastery. Attention is given in learning activities to fundamental principles of mathematics and, at the same time, significant applications are made within the learner's range of understanding and interest.

**314 College Algebra I A**

**316 College Algebra I A S.E.I.**

This is a full year course that covers the first half of Algebra 1. This course is recommended for students who do not have a strong foundation in mathematics. This course adheres to the standards of the Massachusetts Mathematics Curriculum Frameworks. Successful students will be scheduled for College Algebra I B in grade 10.

**334 College Algebra I B**

This is a full year course that covers the second half of Algebra 1. This course is recommended for students who have successfully completed College Algebra I B. This course adheres to the standards of the Massachusetts Mathematics Curriculum Frameworks.

**323 Consumer Mathematics                      5hr      40wk      5cr      Standard wt**

**327 Consumer Mathematics S.E.I.                      5hr      40wk      5cr      Standard wt**

This course provides students with the minimal mathematics for survival in twenty-first-century America. Some of the topics included are: the arithmetic of transportation, budgeting, taxation, consumer credit, banking, investments and insurance. 326 Consumer Mathematics TBE provides parallel instruction in Spanish to students in the TBE program.

**PREREQUISITE:** Available for seniors who need to fulfill a math requirement

**332 Col Algebra I Honors                      5hr              40wk              5cr              Honors wt**

This course introduces students to an abstract approach to problem solving. This is an accelerated course with higher expectations than what is usually expected in a standard level Algebra I course. The major topics covered are: algebraic expressions (variables); linear equations and inequalities; systems of linear equations and inequalities; matrices; polynomials (one and two variables); functions and relations; graphing; variation; rational expressions; radical expressions; exploring data; probability; quadratic equations; and trigonometry.

**373 College Algebra I                      5hr      40wk      5cr      Standard wt**

**377 College Algebra I S.E.I.                      5hr      40wk      5cr      Standard wt**

This course introduces students to an abstract approach to problem solving. Some of the topics included are: operations on polynomial and rational forms, equation solving of 1<sup>st</sup> and 2<sup>nd</sup> degree, inequality solving of 1<sup>st</sup> and 2<sup>nd</sup> degree, two dimensional graphing, laws of exponents and radicals, and problem solving. College Algebra I TBE covers the same material as College Algebra I 373. Essential instruction is in Spanish.

<b>340</b>	<b><u>College Geometry Honors</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Honors wt</b>
	This course provides the student with a grounding in Euclidean Geometry. This is an accelerated course with higher expectations than what is usually expected in a standard level Geometry course. The major topics covered are: parallelism; perpendicularity; similarity; congruence; measurement; reasoning; symmetry; transformations; properties of figures; coordinate geometry; vectors; constructions and loci; trigonometry; exploring data; and probability.				
	<b>PREREQUISITE:</b> Successful completion of College Algebra I 373, College Algebra I Honors 331 and a recommendation from the Math Chair.				
<b>353</b>	<b><u>College Geometry</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>357</b>	<b><u>College Geometry Trans</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	This course provides the student with a grounding in Euclidian Geometry. Some of the topics included are: relations defined on sets of angles, triangles, polygons, and circles. Also stressed is the use of deductive logic in arriving at these relationships. Students will spend several hours per week in the geometry computer lab investigating problems. College Geometry TBE covers the same material as College Geometry 353; instruction of concepts is in Spanish, appropriate English vocabulary is also introduced.				
	<b>PREREQUISITE:</b> Successful completion of College Algebra I.				
<b>365</b>	<b><u>College Algebra I Honors/Accelerated</u></b>	<b>5hr</b>	<b>20wk</b>	<b>2.5cr</b>	<b>Honors wt</b>
<b>366</b>	<b><u>College Geometry Honors/Accelerated</u></b>	<b>5hr</b>	<b>20wk</b>	<b>2.5cr</b>	<b>Honors wt</b>
	These courses continue the Algebra sequence begun in the 8th grade and begin the first half of the Geometry course for accelerated students. <u>These courses are intended ONLY for students who had Algebra in the 8th grade.</u>				
	<b>PREREQUISITE:</b> Successful completion of a full year of Algebra in the 8th grade. Freshman standing only. A grade of 'C' or better in 365 College Algebra I Honors is recommended for 366 College Geometry Honors.				
<b>359</b>	<b><u>College Geometry Honors/Accelerated</u></b>	<b>5hr</b>	<b>20wk</b>	<b>2.5cr</b>	<b>Honors wt</b>
<b>360</b>	<b><u>College Algebra II Honors/Accelerated</u></b>	<b>5hr</b>	<b>20wk</b>	<b>2.5cr</b>	<b>Honors wt</b>
	College Geometry culminates the Geometry course for accelerated students begun in the 9th grade. In addition to covering all topics included in College Geometry, this course includes topics in Coordinate Geometry, Analytical Geometry, and Transformational Geometry. Emphasis is placed on data analysis and higher order thinking skills through the use of computers. Students are encouraged to explore how objects are internally and externally connected, and to abstract and perceive uniformities in objects and systems that are superficially different. (Fall only)				
	<b>PREREQUISITE:</b> Successful completion of Algebra 365 & Geometry 366.				
	College Algebra II Honors introduces students who have completed College Geometry Honors 359 in the Fall term of their tenth grade to topics in Algebra. Some of the topics included are: operations on real numbers, complex numbers, lines and circles, linear and quadratic functions. The course fosters greater student independence to use abstraction, formal systems and other mathematical methods of inquiry as fundamental means of investigating structures and relationships. (Spring only)				
	<b>PREREQUISITE::</b> Successful completion of College Geometry Honors (359) or permission of the Mathematics Department Chairman.				
<b>350</b>	<b><u>Col Algebra II Honors</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Honors wt</b>





# MUSIC DEPARTMENT

All courses in the Music Department are open to students at all grade levels. Many of these courses provide opportunities for students to work with electronic equipment.

**Performance:** These are courses in which students use their performing skills, sing, and play instruments.

**Theory:** These are courses in which students develop aural and notational skills and compose music.

## Performance Courses

<b>950</b>	<b><u>Band</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>951</b>	<b><u>Band ½</u></b>	<b>5hr</b>	<b>20wk</b>	<b>2.5cr</b>	<b>Standard wt</b>
<b>949</b>	<b><u>Band A/B</u></b>	<b>2.5hr</b>	<b>40wk</b>	<b>2.5cr</b>	<b>Standard wt</b>

This course provides students an opportunity to play both modern and classical scores. Emphasis is placed on developing aesthetic values through active participation. Musicianship is stressed, with the focus being placed on listening skills and ensemble playing. The Band performs at school activities, public concerts, parades, and music festivals. Performances are a natural outgrowth of the students' work in this course.

**PREREQUISITE:** Band experience or consent of instructor

<b>954</b>	<b><u>Instrumental Music</u></b>	<b>2.5hr</b>	<b>40wk</b>	<b>2.5cr</b>	<b>Standard wt</b>
<b>955</b>	<b><u>Instrumental Music 5 hr</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>956</b>	<b><u>Instrumental Music</u></b>	<b>5hr</b>	<b>20wk</b>	<b>2.5cr</b>	<b>Standard wt</b>

This course confirms the fundamentals necessary for playing musically. Students work to develop good tone quality, accurate intonation, expanded technical facility, optimum range, and improved interpretive and sight reading skills. Opportunities for individual practice and small ensemble playing are provided. (Guitar players are welcome).

**PREREQUISITE:** Enrollment in Band and/or consent of the instructor

<b>952</b>	<b><u>Introduction to Music</u></b>	<b>5hr</b>	<b>40wk</b>	<b>2.5cr</b>	<b>Standard wt</b>
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This course provides students a hands-on learning experience dealing with the four basic groups of musical instruments. Students are introduced to and practice instruments such as piano, guitar, recorder and percussion instruments. They will learn to play and read basic melodies and rhythms. The outcome of this course is to instill in the student a lifelong interest in music. Performances are always welcomed, but are not mandatory.

<b>960</b>	<b><u>Choir</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>961</b>	<b><u>Choir ½</u></b>	<b>5hr</b>	<b>20wk</b>	<b>2.5cr</b>	<b>Standard wt</b>

This course requires no audition, and all students are welcome. It provides opportunities for musical and social growth. Students receive vocal training and develop their aural skills. The choir performs at public concerts, school activities, and community functions. Performances are a natural outgrowth of the students' work in this course.

963	<b><u>Madrigal Honors</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
964	<b><u>Madrigal (Semester) Honors</u></b>	<b>5hr</b>	<b>20wk</b>	<b>2.5cr</b>	<b>Standard wt</b>
976	<b><u>Madrigal (A/B) Honors</u></b>		<b>2.5 hr</b>	<b>40wk</b>	<b>2.5cr</b>
	<b>Standard wt</b>				
	This is a small select group of singers who perform Classical to modern works in multiple part harmony without accompaniment. They perform at civic and school related functions as well as participate in competitions. <b>HCC articulation agreement – 1 college credit</b>				
	<b>PREREQUISITE:</b> Consent of Instructor				
965	<b><u>Jazz/Rock Singers</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	This is a small select group of singers who perform American Jazz and Rock styles with a combo accompaniment of instruments (piano, bass, guitar and drums). Improvisation and solo work are important elements of this group. They perform at civic and school functions and complete in state and regional competitions.				
	<b>PREREQUISITE:</b> Consent of Instructor. <b>Not offered this year.</b>				
959	<b><u>Bell Choir</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
962	<b><u>Bell Choir</u></b>	<b>2.5hr</b>	<b>20wk</b>	<b>2.5cr</b>	<b>Standard wt</b>
	This course is open to interested students who desire to perform in a small ensemble using handbells. Students will study the technique of handbell ringing and the reading of sheet music for handbells. They will perform at school events as well as civic ceremonies.				
	<b>PREREQUISITE:</b> Consent of Instructor.				
971	<b><u>Music Lab</u></b>	<b>5hr</b>	<b>20wk</b>	<b>2.50cr</b>	<b>Standard wt</b>
	This course is for students who want to learn fundamental musical skills. No musical background is necessary, just a desire to learn. Students will carry out projects based on based on using the latest music software for theory, composition, and recording. This class will cover the same curriculum as Music Theory I and Electronic Music at Holyoke Community College. Class size may be limited to facilitate access to the equipment. <b>HCC articulation agreement – 5 college credits</b>				
973	<b><u>Indep. Study in Vocal Music</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	This course would be granted to a student(s) for the purpose of advancing their performance technique in voice. This type of course would best suit a student who is planning on majoring at the collegiate level.				
	<b>PREREQUISITE:</b> Consent of Instructor				
958	<b><u>Indep. Study in Instrumental Music</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	This course would be granted to a student(s) for the purpose of advancing their performance technique in instrumental music. This type of course would best suit a student who is planning on majoring at the collegiate level.				
	<b>PREREQUISITE:</b> Consent of Instructor				

## PHYSICAL EDUCATION

907	<u>Physical Education Freshmen</u>	5hr	20wk	2.5cr	Standard wt
908	<u>Physical Education Freshmen</u>	5hr	10wk	1.25cr	Standard wt
910	<u>Physical Education Sophomore</u>	2.5hr	40wk	2.5cr	Standard wt
913	<u>Physical Education Sophomore</u>	5hr	20wk	2.5cr	Standard wt
911	<u>Physical Education Junior</u>	2.5hr	40wk	2.5cr	Standard wt
914	<u>Physical Education Junior</u>	5hr	20wk	2.5cr	Standard wt
912	<u>Physical Education Senior</u>	2.5hr	40wk	2.5cr	Standard wt
915	<u>Physical Education Senior</u>	5hr	20wk	2.5cr	Standard wt

This course develops physical powers and skills in a variety of sports and activities, which facilitates an understanding of physical activity and helps provide a meaningful social experience. The activities and sports include: flag football, soccer, tennis, conditioning, badminton, floor hockey, basketball, softball, indoor soccer, volleyball, team handball, lacrosse, ultimate Frisbee, swimming, weight training, table tennis, cross country skiing and new games. It facilitates the understanding of physical activity as being something that is done throughout one's life. Students receive study guides for each of the activities that they participate in that contain pertinent information regarding the particular sport. Students are evaluated on class participation, knowledge testing and open response questions.

916	<b>Lifeguarding</b>	5hr	20wk	2.5cr	Standard wt
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This course is offered to juniors and seniors as an elective. This class may give students American Red Cross certification, which will allow them to get jobs after school as well as during the summer. The course will consist of water training as well as bookwork, open response questions and CPR training. Students are expected to successfully demonstrate competency in all skill areas, participate in a minimum of 80% of the classes as well as attain a minimum grade of 80% in each of the four sections of the final written exam. The course may certify students in Standard First Aid, CPR for the Professional Rescuer and Lifeguard Training.

**PREREQUISITE:** Students must have attained a B or better in regular Physical Education classes. They must also have the instructor's recommendation, which is based on the student's ability to perform a swimming skills test (500-yard swim and brick retrieval). **Junior or senior standing only.**

## SCIENCE DEPARTMENT

453	<b><u>Biology I w/lab</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
457	<b><u>Biology I w/lab S.E.I.</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<p>This is the first year of a two-year sequence which provides an insight into the process by which scientific knowledge is gained and an overview of the science of biology. The molecular basis of biology and the architecture of the cell are presented as the foundation for the analysis of more complex organismic functions and processes such as photosynthesis, respiration, and the cell cycle. The first year of the sequence concludes with a study of genetics and the mechanisms of evolution. The instructional pace is slower than that of Biology I Honors w/lab with less emphasis on supplemental work done outside of the classroom. To be successful in Biology I Standard w/lab, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques effectively. This course is recommended for those students who may not be interested in pursuing a career in a science related field.</p>					
401	<b><u>Biology I Honors w/lab</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Honors wt</b>
<p>This is the first year of a two-year sequence which provides an insight into the process by which scientific knowledge is gained and an enriched overview of the science of biology. The molecular basis of biology and the architecture of the cell are presented as the foundation for the analysis of more complex organismic functions and processes such as photosynthesis, respiration, and the cell cycle. The first year of the sequence concludes with a study of genetics and the mechanisms of evolution. The enriched nature of the course means that the concepts are presented in significantly greater depth and detail than in <i>Biology I Standard w/lab</i>. The instructional pace is also significantly faster with a much greater emphasis upon supplemental work done outside of the classroom. To be successful in <i>Biology I Honors w/lab</i>, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques effectively. This course is recommended only for those students interested in a challenging intellectual experience or a possible scientific career.</p>					
442	<b><u>Biology II w/Lab</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
438	<b><u>Biology II w/Lab S.E.I.</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<p>This is the second year of a two-year sequence which provides an insight into the process by which scientific knowledge is gained and an overview of the science of biology. Picking up where <i>Biology I Standard w/lab</i> left off, this course begins with an overview of the evolutionary history of biological diversity including the early earth, the origins of prokaryotic life, and eukaryotic diversity. Plant form and function, animal form and function, and ecology complete the two-year biology sequence. The instructional pace is slower than that of <i>Biology I Honors w/lab</i> with less emphasis on supplemental work done outside of the classroom. To be successful in <i>Biology I Standard w/lab</i>, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques effectively. This course is recommended for those students who may not be interested in pursuing a career in a science related field.</p> <p><b>PREREQUISITE:</b> Successful completion of <i>Biology I Standard w/lab</i>.</p>					



- 409**    **Introductory Human Anatomy Trans.**    **5hr**    **20wk**    **2.5cr**    **Standard wt**  
 This one semester introductory course will cover the basic concepts of human anatomy and physiology. It will offer an introduction to the study of the gross and microscopic structure of the human body using a systemic approach. This course will cover aspects of all the major body systems. To be successful in Introductory to Human Anatomy, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques effectively.  
**PREREQUISITE:** Junior or senior standing with passing grade in biology and/or chemistry or permission of department chair.
- 400**    **Introductory to Forensic Science**    **5hr**    **20wk**    **2.5cr**    **Standard wt**  
 This course introduces students to the field of forensic science through an exploration of the applications of biological, chemical, and physical sciences to criminal investigations. Emphasis is placed on the nature of forensic evidence, the proper procedures for collection and preservation of such evidence, the interpretation of the significance of scientifically evaluated evidence, and the abilities and limitations of the modern crime lab. Topics covered include physical evidence, organic and inorganic analysis, microscopic analysis, toxicology and serology, dactylography, DNA collection and analysis, and arson and explosion investigations. To be successful in this course, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques effectively. **HCC articulation agreement – 1 college credit**  
**PREREQUISITE:** Junior or senior standing with passing grade in biology and/or chemistry or permission of department chair.
- 483**    **Chemistry I Standard w/lab**    **5hr**    **40wk**    **5cr**    **Standard wt**  
**487**    **Chemistry I Standard w/lab S.E.I.**    **5hr**    **40wk**    **5cr**    **Standard wt**  
 This is the first year of a two-year sequence which provides an insight into the process by which scientific knowledge is gained and an overview of the science of chemistry. The organization of matter, atomic theory and the periodic law are presented as the foundation for the analysis of more complex concepts and processes such as the language of chemistry and the phases of matter. The first year of the sequence concludes with a study of chemical bonding. The instructional pace is slower than that of Chemistry I Honors with lab, with less emphasis on supplemental work done outside of the classroom. To be successful in Chemistry I Standard with lab, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques effectively. This course is recommended for those students who may not be interested in pursuing a career in a science related field.
- 444**    **Chemistry I Honors w/lab**    **5hr**    **40wk**    **5cr**    **Honors wt**  
 This is the first year of a two-year sequence which provides an insight into the process by

which scientific knowledge is gained and an overview of the science of chemistry. The organization of matter, atomic theory and the periodic law are presented as the foundation for the analysis of more complex concepts and processes such as the language of chemistry and the phases of matter. The first year of the sequence concludes with a study of chemical bonding. The enriched nature of the course means that the concepts are presented in significantly greater depth and detail than in Chemistry I Standard w/lab. The instructional pace is also significantly faster with a much greater emphasis upon mathematical skills and supplemental work done outside of the classroom. To be successful in Chemistry I Honors w/lab, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques effectively. This course is recommended only for those students interested in a challenging intellectual experience or a possible scientific career.

448 **Chemistry II w/Lab**                      5hr      40wk      5cr      Standard wt  
 447 **Chemistry II w/Lab S.E.I.**                      5hr      40wk      5cr      Standard wt

This is the second year of a two-year sequence which provides an insight into the process by which scientific knowledge is gained and an overview of the science of chemistry. Picking up where *Chemistry I Standard w/lab* left off, this course begins with the behavior of solutions, including acids and bases. Chemical reactions, including reaction energy and reaction kinetics, chemical equilibrium, and oxidation-reduction reactions are also covered. An overview of organic and nuclear chemistry complete the two-year chemistry sequence. The instructional pace is slower than that of *Chemistry I Honors w/lab* with less emphasis on supplemental work done outside of the classroom. To be successful in *Chemistry I Standard w/lab*, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques effectively. This course is recommended for those students who may not be interested in pursuing a career in a science related field.

**PREREQUISITE:** Successful completion of Chemistry I w/lab.

449 **Chemistry II Honors w/lab**                      5hr      40wk      5cr      Honors wt

This is the second year of a two-year sequence which provides an insight into the process by which scientific knowledge is gained and an enriched overview of the science of chemistry. Picking up where Chemistry I Honors w/Lab left off, this course begins with the behavior of solutions, including acids and bases. Chemical reactions, including reaction energy and reaction kinetics, chemical equilibrium, and oxidation-reduction reactions are also covered. An overview of organic and nuclear chemistry complete the two year chemistry sequence. The enriched nature of the course means that the concepts are presented in significantly greater depth and detail than in Chemistry I Standard w/Lab. The instructional pace is also significantly faster with a much greater emphasis upon mathematical skills and supplemental work done outside of the classroom. To be successful in Chemistry I Honors w/Lab, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving, and reasoning techniques effectively. This course is recommended only for those students interested in a challenging intellectual experience or a possible scientific career.

**PREREQUISITE:** Successful completion of Chemistry I Honors w/Lab

441 **AP Chemistry w/lab**                      7.5hr      40wk      7.5cr      AP wt

This is a college level class designed to prepare students for the AP exam, which all students will be required to take in mid-May. Much time will be devoted to gaining a familiarity with the AP test format. Topics covered will follow the AP course outline and include an in-depth review of Chemistry I and II, kinetics, equilibria, and weak acid/base theory. Labs will include a study in AP Chemistry. Students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers and use critical thinking, problem-solving, and reasoning techniques effectively.

**PREREQUISITE:** At least junior standing and minimum B average in Chemistry courses or permission of the department head

**491      Physics I Honors w/Lab                                      7.5hr    40wk    7.5cr                      Honors wt**

This is the first year of a two-year sequence which provides an insight into the process by which scientific knowledge is gained and an overview of the science of physics. As Galileo said, "Not only have we been given eyes to see the wonders of the universe, but we have been given a brain to understand them." All students deserve to understand the world in which they live, and here is where the journey starts. Introductory Physics I offers an in-depth introduction to physics to students with stronger mathematical backgrounds in preparation for taking the physics MCAS test or for upper classmen seeking to understand the wonders of classical physics. The topics covered will include classical mechanics, vectors and conservation laws. A large component of this course is the many computer based labs performed throughout the year. To be successful in Introductory Physics I, students must be able to: read effectively for thinking, problem-solving and reasoning techniques effectively. Students with a strong mathematical background and who are planning a career in engineering are encouraged to take Introductory Physics I.

**PREREQUISITE:** Concurrent enrollment in Algebra I or higher math course – Strong math skills

**492      Physics II Honors w/Lab                                      7.5hr    40wk    7.5cr                      Honors wt**

This is the second year of a two-year sequence which provides an insight into the process by which scientific knowledge is gained and an overview of the science of physics. As Newton said, "If I have seen further than others, it is because I have stood on the shoulders of giants." All students deserve to understand the world in which they live, and here is where the journey continues. Introductory Physics II is a continuation of Introductory Physics I which provides an in-depth introduction to physics in preparation for taking the physics MCAS test. A large component of this course is the many computer based labs performed throughout the year. To be successful in introductory Physics II, students must be able to: read effectively for information and understanding, communicate effectively as writers and speakers, and use critical thinking, problem-solving and reasoning techniques effectively. Students with a strong mathematical background and who are planning a career in engineering are encouraged to take Introductory Physics II.

**PREREQUISITE:** Successful completion of Introductory Physics I and concurrent enrollment in College Geometry or higher math course.

**494      Physics AP w/Lab    7.5hr    40wk    7.5cr                                      AP wt**



The Social Studies Department is charged with the essential responsibility of teaching democratic principles. In addition, the Social Studies Department stresses the following goals: the development of critical thought, broad acceptance of and respect for other peoples' culture, enlightened patriotism, active informed citizenship, knowledge of significant developments in human history, acquisition and understanding of fundamental skills, and an appreciation of the interrelationship of all disciplines.

The pivotal course, which all students must successfully complete, is United States History. This course is required for graduation from a secondary school in the Commonwealth. U.S. History I is a required course for freshmen, U.S. History II for sophomores and World History for juniors due to the mandates of the Massachusetts Education Reform Act.

<b>204</b>	<b><u>World History Honors</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Honors wt</b>
<b>203</b>	<b><u>World History</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>207</b>	<b><u>World History S.E.I.</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>

Beginning with The Industrial Revolution, students will study events up to the present time. The course is linked to the arts, literature, and cultures of the major world societies. There will also be consideration of United States individuals and events that helped shape world affairs in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

**PREREQUISITE for Honors:** Successful completion of U.S. History I and II at a high academic standing, strong reading and writing skills, and the approval of the department chair.

<b>200</b>	<b><u>American Government Honors</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Honors wt</b>
<b>202</b>	<b><u>American Government</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>

These courses provide a better understanding of the American political process through a study of governmental institutions, civil liberties and issues of the day. Emphasis is placed on developing better informed citizens.

**PREREQUISITE:** Senior standing only.

**PREREQUISITE for Honors:** Successful completion of other history courses at a high academic standing, strong reading and writing skills, and the approval of the department chair.

<b>233</b>	<b><u>Law in America</u></b>	<b>5hr</b>	<b>20wk</b>	<b>2.5cr</b>	<b>Standard wt</b>
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This course develops a basic understanding of the law, its administration and enforcement, the due process system for the accused, and the importance of the law for a progressive democratic society. The course will instill in students a sensitivity to the necessity for law and a respect for those who administer and enforce it.

**PREREQUISITE:** Junior or Senior standing.

<b>242</b>	<b><u>European History AP</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>AP wt</b>
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This course provides a study of political, social, economic and religious ideas and events influencing Europe since 1500. The course aims at developing a better understanding of modern Europe through a study of the main factors contributing to its development.

**PREREQUISITE:** Senior standing, successful completion of other history courses at a high academic standing, strong reading and writing skills and approval of Department Chair.

<b>240</b>	<b><u>U.S. History I Honors</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Honors wt</b>
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This course is an advanced course which covers the full range of United States history



This course introduces students to the social, civil, literary and family life of the ancient civilization of the Greeks. Emphasis is placed on mythology, philosophy, history, and culture of Ancient Greece. Projects are required involving the study of the Ancient Greek way of life.

- 262 Economics** **5hr 20wk 2.5cr Standard wt**  
This course will study how choices are made in an economic system, how those choices trickle down to individual households and then how they spread across the entire nation. It also examines how today's business issues play an important role in how the economy operates. This course will introduce both Microeconomics and Macroeconomics.  
**PREREQUISITE:** Good reading ability and successful completion of Algebra I
- 263 World Religions** **5hr 20wk 2.5cr Standard wt**  
An introduction to twelve major religions practiced around the world. The course provides an overview of the purposes, definition and commonalities of all religion. Each topic would include historical and geographic background as well as major tenets and practices. A major goal is to create an understanding, appreciation, and tolerance for religious differences.
- 264 Contemporary Issues** **5hr 20wk 2.5cr Standard wt**  
A current events course with content to be dictated, by some degree, to events taking place in the world. Emphasis will be placed on identifying issues and problem solving. Units include: the world since 9/11; the challenges of climate change; sustainability of population growth; and problems of democracy in the information age.

## **SPECIAL EDUCATION**

- 170 English SN 9** **5hr 40wk 5cr Standard wt**



<b>370</b>	<b><u>Algebra SN</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>371</b>	<b><u>Algebra SN S.E.I.</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	This course covers general math topics to include the application of the four processes on whole numbers, fractions, decimals and percents. Algebra and geometry are introduced. Material is covered as per goals specified in the individual educational program.				
<b>372</b>	<b><u>Geometry SN</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	This course is a continuation of Algebra SN. Material is covered as per goals specified in the individual educational program.				
<b>374</b>	<b><u>Consumer Math III SN</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	This course for third and /or fourth year math students covers problem-solving strategies and real-world applications of skills studied in Algebra and Geometry. Material is covered as per goals specified in the individual educational program.				
<b>472</b>	<b><u>Biology I SN</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>473</b>	<b><u>Biology I SN S.E.I.</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	Biology I focuses on the science of life and living organisms. Topics include, plant and animal life, the cell, the human anatomy and photosynthesis. This is implemented in accordance with the student's individual educational program.				
<b>474</b>	<b><u>Biology II SN</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard</b>
<b>475</b>	<b><u>Biology II SN S.E.I.</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	This is an extension of Biology I. The course is implemented in accordance to the goals specified in the individual educational program.				
<b>471</b>	<b><u>Chemistry SN</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>770</b>	<b><u>Resource Room - 5</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
<b>773</b>	<b><u>Resource SN TBE</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	This course provides academic assistance for students with individual educational plans (I.E.P.). Areas of assistance includes, but are not limited to, study skills, organizational techniques, academic support and academic remediation. Specific areas of need are identified by students' individual educational programs. The Resource Room provides services for students in grades nine through twelve.				
<b>774</b>	<b><u>Reading SN</u></b>	<b>5hr</b>	<b>40wk</b>	<b>5cr</b>	<b>Standard wt</b>
	This course focuses on the development of reading skills to include decoding, vocabulary development and comprehension skills as per goals specified in the individual educational program.				

## RISE Program

080	<u>RISE Act/Living SN</u>	5hr	40wk	5cr	Standard wt
081	<u>RISE English SN</u>	5hr	40wk	5cr	Standard wt
083	<u>RISE Math SN</u>	5hr	40wk	5cr	Standard wt
084	<u>RISE Cooking SN</u>	5hr	40wk	5cr	Standard wt
085	<u>RISE Adaptive PE SN</u>	2.5hr	40wk	2.5cr	Standard wt
087	<u>RISE Vocat. Training SN</u>	2.5hr	40wk	5cr	Standard wt
088	<u>RISE Science SN/Health</u>	5hr	40wk	5cr	Standard wt
078	<u>RISE US History SN</u>	2.5 hr	40wk	2.5cr	Standard wt



# WORLD LANGUAGE DEPARTMENT

The study of foreign languages expands a person's perspectives and opportunities, and increases knowledge of one's own language and culture. World developments in political, social, and business spheres have the knowledge of another language a critical skill that is highly prized by employers.

Any language may be begun in any grade; however, since language development is a gradual and continual process, it is highly recommended that a student continue with the language chosen for the longest sequence possible. Students with an aptitude and interest for languages are encouraged to begin a second language while continuing the first. Students, particularly those planning a career involving foreign languages, are also encouraged to elect appropriate courses in the Social Studies Department to give them added insights into the history and culture of other countries.

**The courses in modern languages (French and Spanish) seek to develop in students, basic communicative competence, a solid foundation for continued language development and an increased knowledge of the history, culture and literature of other countries. The option to elect either the standard program or the advanced program at upper levels permits students to continue with a chosen language at a pace commensurate with interest and ability.**

The Latin program places students in close contact with a civilization that provides them with examples of patriotism, a love of justice, devotion to family, and a sense of duty and morality. Serving as a link between the ancient and modern worlds, the study of Latin places much of man's acquired knowledge at the student's disposal. In addition it helps to develop a base for excellence in English, a sound knowledge of language structure, and an appreciation of the best in literary effort.

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| <b>500</b> | <b><u>French I</u></b>   | <b>5hr</b> | <b>40wk</b> | <b>5cr</b> | <b>Standard wt</b> |
|            | This course develops systematically and progressively the student's ability in the four language skills: listening comprehension, speaking, reading and writing. Emphasis is placed on proper pronunciation and intonational patterns, basic grammatical structure and vocabulary development. Cultural aspects of the French speaking world will be presented throughout the year. Communicative activities will be done as well as tape activities in the language lab.  |            |             |            |                    |
| <b>505</b> | <b><u>French II</u></b>  | <b>5hr</b> | <b>40wk</b> | <b>5cr</b> | <b>Standard wt</b> |
|            | This course reviews and continues the development of fundamental skills, grammar structures and vocabulary. Emphasis is placed on strengthening reading and writing skills while further developing skills in listening comprehension and speaking. Increasing the student's ability to express him or herself in French is also stressed. Discussions of French culture and life in French speaking countries are continually integrated into the course through readings, videos and music. The continued use of the native language topics will familiarize the student with the cadence of spoken French.<br><b>PREREQUISITE:</b> Satisfactory completion of French I 500. A 'C' average or better is recommended. |            |             |            |                    |



- 520**     **Conversational French**                             **2.5hr**    **40wk**    **2.5cr**    **Standard wt**  
 This course provides the non-native speaker of French with vocabulary building and intensive practice in speaking and listening skills to enable the student to communicate easily and fluently in a variety of settings. Students are responsible for active participation in discussions, presentations and assorted activities.  
**PREREQUISITE:** Concurrent enrollment in either French IV 515 or French IV Honors 517. Native French speakers need the permission of the Department Chairman. **Not Currently Offered.**
- 525**     **Spanish I**     **5hr**    **40wk**    **5cr**    **Standardwt**  
 This course develops systematically and progressively the student's ability in the **four areas of language skills, listening comprehension, speaking, reading and writing.** Emphasis is placed on proper pronunciation, basic vocabulary, verb tenses and other elements of Spanish grammar so they may communicate simply and effectively in Spanish. Additional topics include geography and culture of not only the Spanish speaking countries, but also of the states in the US that have a large Hispanic population.
- 527**     **Spanish II**     **5hr**    **40wk**    **5cr**    **Standard wt**  
 This course is designed for those students who have successfully completed Spanish I. **Listening, speaking, reading and writing skills will continue to be developed.** Emphasis is placed on strengthening reading and writing skills while further developing skills in listening and speaking. Basic aspects of Spanish culture and the Spanish-speaking world are presented through videos, songs and text readings. There are weekly quizzes and chapter tests at the end of every unit on essential elements of the language structures and usages.  
**PREREQUISITES:** Satisfactory completion of 525 Spanish I or 539 Spanish Grammar and Composition. An average grade of 'C' or better is required.
- 529**     **Spanish III**     **5hr**    **40wk**    **5cr**    **Standard wt**  
 Develops the student's ability to read easily and comprehend using grammar and some literary selections. This course is for those students who have successfully completed Spanish II. Emphasis is placed on increasing the student's control of idioms, vocabulary and basic grammatical structures. Advanced grammatical structures are introduced. In addition, students continue the studies of cultural topics including geography and practices from the various Spanish speaking countries.  
**PREREQUISITE:** Satisfactory completion of either Spanish II 530 or 539 Spanish for the Language Heritage Learner. A 'C' average or better is required.

- 531 Spanish III Honors 5hr 40wk 5cr Honors wt**  
 The objectives are the same as for standard Spanish III, and, in addition, provide a quickly paced and intensive language experience involving additional content, materials, and practice for students with high interest and/or ability in the language. Spanish is used much of the time in class. Students are expected to acquire detailed knowledge of all essential elements of language structure and grammar. Contains all material from standard Spanish III plus: additional vocabulary development, additional readings in supplementary readers, composition/essay work, additional aural/work, oral presentations by students, some projects both individual and group and some work in the cultural areas of study. Journal writing is done on a regular basis. Class is conducted mostly in Spanish.  
**PREREQUISITE:** Recommendation of the Department Chairman and satisfactory completion of Spanish II 527 or 539 Spanish for the Heritage Language Learner. A grade of ‘B’ or better is required.
- 532 Spanish IV 5hr 40wk 5cr Standard wt**  
 This course is designed for students who have successfully completed three years of Spanish. A good command of basic language skills and an ability to handle with ease the basic structures of Spanish is essential. All four language skills, speaking, listening, reading and writing, continue to develop with emphasis on the problematic areas in grammar and advanced grammatical structures. An extensive study of the verb tenses is presented. Class is conducted in Spanish.  
**PREREQUISITE:** Satisfactory completion of Spanish III 529 or Spanish III Honors 531. A ‘C’ average or better is required or permission of Department Chair.
- 533 Spanish IV Honors 5hr 40wk 5cr Honors wt**  
 The objectives are the same as for standard Spanish IV. In addition it provides a quickly paced and intensive language experience involving additional content, materials, and practice for students with high interest and/or ability in the language. Contains all material of Standard Spanish IV course plus: additional vocabulary development, additional readings including classic and contemporary literature in all genres (short story, poetry, plays and novels). Additional composition work is done, additional aural/oral work, oral presentations and reports on topics of interest in the cultural areas.  
**PREREQUISITE:** A grade of ‘B’ or better in Spanish III 529 or Spanish III Honors 531 and/ or recommendation of Department Chair.
- 538 Conversational Spanish 2.5hr 40wk 2.5cr Standard wt**  
 This course is designed to provide the non-native Spanish speaker with vocabulary building and intensive practice in speaking and listening skills. Emphasis will be on speaking skills by initiating and participating in conversations on everyday topics. Students are responsible for active participation in discussions, presentations and assorted activities.  
**PREREQUISITE:** Concurrent enrollment in either Spanish in either Spanish IV 532 or Spanish IV Honors 535. Juniors or seniors concurrently enrolled in Spanish III 529 or Spanish III Honors 530 or Heritage Spanish speakers need permission of the Department Chair.

- 535**    **AP Spanish Literature**                      **5hr**    **40wk**        **5cr**            **AP wt**  
This course is designed for students who have successfully completed three or four years of Spanish. The AP Spanish Literature program is designed to prepare students to understand lectures in Spanish and to participate actively in literary discussions in Spanish. It is based on a required reading list. The works on the list are of literary significance and represent various historical periods, literary movements, genres, geographic areas, and population groups within the Spanish-speaking world. The goal of the course is to help students interpret and analyze literature in Spanish. Students will be required to write literary analysis papers throughout the course. The course is taught entirely in Spanish.  
**PREREQUISITE:** Students are expected to be considerably proficient in Spanish and should have a strong desire to read and explore Hispanic literature.
- 539**    **Spanish Grammar and Composition**                      **5hr**    **40wk**        **5cr**            **Standard wt**  
This course has been designed especially for those students with considerable prior exposure to the oral and written language. Students electing this course should already be able to understand spoken Spanish language easily, use Spanish at home or in the community, read newspapers or magazines in Spanish with little difficulty, and write sentences and paragraphs in Spanish with relative ease. Students will be expected to read, express themselves in Spanish orally and in writing, and participate in class discussions. They will be expected to do homework and take examinations.  
**PREREQUISITES:** Students who are not sure if this course is appropriate for them should see the Chairperson of the World Language Department for an evaluation. Fluent Native Speakers of Spanish
- 540**    **Composition through Literature**                      **5hr**    **40wk**        **5cr**            **Standard wt**  
This course is designed especially for those students with considerable prior exposure to the oral and written language. Students electing this course should already be able to understand spoken Spanish language easily, use Spanish at home or in the community, read in Spanish with little difficulty, and write sentences and paragraphs in Spanish with relative ease. Students will be expected to read literature from a variety of genres, express themselves in Spanish orally and in writing, and participate in class discussions. They will be expected to do homework, produce different types of written work and participate in class discussions.  
**PREREQUISITES:** Students who are not sure if this course is appropriate for them should see the Chairperson of the World Language Department for an evaluation. Fluent Native Speakers of Spanish



