

HULL HIGH SCHOOL

PROGRAM OF STUDIES



2020-2021
Effective: July 1, 2020

MISSION STATEMENT

Hull High School is committed to academic excellence, personal responsibility, and the development of life-long learners within the global community.

GENERAL INFORMATION

COURSE SELECTIONS

Hull High School offers a curriculum in which students can choose subjects according to their individual needs, interests and abilities. Students should plan not only an appropriate sequence of courses within required subject areas, but should also consider related courses to extend their background or to support future educational and career goals. Courses offered in all instructional areas should be weighed as possible choices.

Brief course descriptions for all courses appear later in this document. Each instructional area presents overviews and the credits attainable for each course. While all Hull High School courses are included in this document, some may not run in any given semester or school year due to insufficient enrollment or staff availability.

Courses are offered at various levels. *College Preparatory* courses are intended for students considering post-secondary education. *Honors* courses are designed to accelerate the pace and enrich the content offered. While Honors and College Preparatory courses share the same core curriculum and text resources, the pace, assessment and supplementary materials differ in response to student skill levels and content mastery. *Advanced Placement* courses are offered to students interested in taking college level courses.

In selecting courses, students are encouraged to clarify decisions by consulting with teachers, counselors and parents. Teachers provide students with a valuable source of information concerning their level of achievement as observed from daily classroom performance. Counselors help students review graduation requirements and provide careful, long-range planning to ensure that the student selects a meaningful educational program. Parents should follow the progress of their children and work closely with school personnel to assure maximum growth and development of their children in preparation for the years beyond high school.

All students are required to carry a total of 42 credits per school year, regardless of any excess of credits earned in previous years, unless the student has enrolled in the Satellite program or has the approval of the Principal. The number of credits awarded for each course is based on the amount of class time scheduled for that course. This reflects our school day schedule and state regulations that increase the “Time and Learning” standards at the high school level to a minimum of 990 hours of instruction.

A final course selection should represent the best program possible for an individual student. It should address abilities and needs. The school makes every effort to respond to a student’s choice of courses within the limitations of realities such as class size, course requirements and possible scheduling conflicts once subjects have been verified with students and parents.

Once a student’s program has been scheduled, changes become not only difficult, but often impossible. Such changes are complicated further by their impact on other courses. Therefore, students are advised to plan carefully before reaching a decision. All add/drop requests must be submitted to a student’s guidance counselor. Students have two weeks at the beginning of each semester to add/drop classes. After the first two weeks, students will only be able to drop a class with the approval of the Principal. This will result in a “Withdrawal” being reflected on the transcript.

Students enrolled in Virtual High School (VHS) may not drop classes after the add/drop period designated by VHS without approval of the Principal.

ACCREDITATION STATEMENT

Hull High School is accredited by the New England Association of Schools and Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for institutional quality and has the necessary resources available to achieve its stated purposes through appropriate educational programs.

HULL HIGH SCHOOL MISSION STATEMENT

Hull High School is committed to academic excellence, personal responsibility, and the development of life-long learners within the global community.

HULL HIGH SCHOOL CORE VALUES

Life-long learning

- A culture that develops essential skills and stimulates intellectual curiosity to promote **life-long learning**

Integrity

- A culture that expects **integrity** and honorable behavior

Responsibility

- A culture where students take **responsibility** for their academic progress, behavior, and wellness

Creativity

- A culture that provides a rigorous curriculum promoting **creativity** in all classrooms

Citizenship

- A culture that encourages collaboration, respects diversity, and empowers students with the rights, privileges, and duties of **citizenship**

Service

- A culture that promotes **service** to others

HULL HIGH SCHOOL 21ST CENTURY EXPECTATIONS FOR STUDENT LEARNING

Academic

1. A Hull High School student will communicate effectively through writing.
2. A Hull High School student will read print and electronic media actively and critically.
3. The Hull High School Student will present information and ideas fluently and comfortably before an audience.
4. A Hull High School Student will be a competent problem solver.

Civic

7. A Hull High School student will develop the knowledge and understanding necessary for informed citizenship, social action, and collaboration.

Each student will be assessed for his/her level of attainment of these expectations twice each year. Parents will be notified of their student's performance levels at the end of each year.

HULL HIGH SCHOOL READING RUBRIC

Expectation: A Hull High School student will read print and electronic media actively and critically.

	Exceeds expectations	Meets expectations	Approaches expectations	Does not meet expectations
Recognizes vocabulary in context	Student consistently and correctly recognizes vocabulary in context	Student correctly recognizes vocabulary in context	Student sometimes can correctly recognize vocabulary in context	Student seldom or never can correctly recognize vocabulary in context.
Comprehends and processes information	Student consistently demonstrates a strong conceptual understanding of the main ideas and relevant details	Student demonstrates a general conceptual understanding of the main ideas and relevant details	Student demonstrates a limited conceptual understanding of the main ideas and relevant details	Student is unable to identify or understand the main ideas and relevant details
Makes Connections	Student consistently makes solid connections to prior knowledge and experience	Student usually makes simple connections to prior knowledge and experience	Student sometimes makes vague connections to prior knowledge and experience	Student makes no connections to prior knowledge and experience
Distinguishes fact from opinion	Student makes a consistent thorough and thoughtful examination of the language, distinguishing fact from opinion	Student usually makes a sufficient examination of the language, distinguishing fact from opinion	Student makes a cursory examination of the language, seldom distinguishing fact from opinion	Student does not examine the language enough to distinguish fact from opinion
Establishes inferences	Student makes consistent insightful or creative inferences	Student usually can make insightful or creative inferences	Student sometimes makes vague or incorrect inferences	Student is unable to make inferences
Follows Instructions	Student consistently understands and executes instructions	Student usually understands and executes instructions	Student occasionally understands and executes instructions	Student does not understand or execute instructions

Last Update: October 2012

HULL HIGH SCHOOL PRESENTATION RUBRIC

Expectation: A Hull High School Student will present information and ideas fluently and comfortably before an audience.

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
<u>Organization</u>	Student's presentation has a clear focus and directions and is organized in a fluent and coherent manner that is easily understandable to multiple audiences	Student's presentation has a clear focus with minimal inconsistencies. There is evidence of a framework for organization.	Student's presentation lacks a clear focus. There is a limited underdeveloped introduction and conclusion.	Student's presentation has no focus or organization. There is no introduction, conclusion or transitions evident.
Content	Student demonstrates a full understanding of the topic. The information presented clearly relates to the main topic. It includes several supporting details and/or examples.	Student demonstrates understanding of the topic. The information presented relates to the main topic. It provides one to two supporting details or examples.	Student demonstrates a limited understanding of the topic. The information presented partially relates to the main topic. No details or examples are given.	Student demonstrates little to no understanding of the topic. The information presented has little or nothing to do with the main topic.
Delivery	The student's stance is consistently controlled, without distracting movements. Gestures are consistently effective and varied. The student consistently uses a variety of facial expressions and maintains eye contact with the audience. Student is consistently audible and articulate. Intonation is varied.	The student's stance is mostly controlled, with minimal distracting movements. . Gestures are mostly visible, and effectively used for emphasis, and varied. The student mostly uses a variety of facial expressions and mostly maintains eye contact with the audience	The student's stance is somewhat controlled, with some distracting movements. The student somewhat uses a variety of facial expressions and somewhat maintains eye contact with the audience. Gestures are somewhat visible, and somewhat effectively used for emphasis, and varied.	Gestures are not used or not visible. The student does not use facial expressions. The student does not maintain eye contact with the audience
Visual Aids/Technology	Student's visuals and/or application of technology are superb in their content, creativity and style. They significantly contribute to the presentation.	Student's visuals and/or application of technology are satisfactory in their content, creativity and style, contributing to the presentation.	Student's visuals and/or application of technology are basic in their content, creativity and style, somewhat contributing to the presentation.	Student's visuals and/or application of technology are inappropriate in their content, creativity and style, and/or do not contribute to the presentation.

HULL HIGH SCHOOL PROBLEM SOLVING RUBRIC

Expectation: A Hull High School Student will be a competent problem solver.

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Knowledge (Understand the problem)	Student identifies and demonstrates an understanding of all the concepts and processes necessary to solve the problem.	Student identifies and demonstrates an understanding of most of the concepts and processes necessary to solve the problem.	Student identifies and demonstrates an understanding of some of the concepts and processes necessary to solve the problem.	Student does not identify and does not demonstrate an understanding of concepts and processes necessary to solve the problem.
Data/Information (Collect/ organize the information and devise a plan for solving the problem)	Student collects and efficiently organizes accurate data and/or information and constructs a well-defined plan to solve the problem.	Student collects and organizes generally accurate data and/or information and constructs a plan to solve the problem.	Student collects data and/or information in an attempt to solve the problem.	Student does not collect sufficient data and/or information to solve the problem.
Analysis (Analyze information, solve the problem, and provide evidence and/or reasoning)	Student's analysis is complete, detailed, organized and appropriate for the problem. Final product is accurate and provides clear evidence and reasoning.	Student's analysis is accurate, organized and appropriate for the problem may lack detail. Final product is mostly accurate and provides some evidence and reasoning.	Student's analysis contains errors and/or lack an organized approach to solving the problem. Final product is moderately accurate and provides minimal evidence and reasoning.	Student's analysis is inaccurate, incomplete and/or inappropriate for the problem. Final product is inaccurate and provides no evidence and reasoning.
Communication (Demonstrate understanding)	Student work relates and applies clear and detailed explanations using evidence.	Student work relates and applies clear explanations using evidence.	Student work relates and applies some understanding but limited in the use of evidence.	Student work does not relate or apply an understanding of the problem.

Last Update: October 2012

HULL HIGH SCHOOL WRITING EXPECTATION RUBRIC

Expectation: A Hull High School student will communicate effectively through writing

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Organization	Student's writing has a clear focus and is organized in a fluent and coherent manner that is easily understandable to multiple audiences.	Student's writing has a clear focus with minimal inconsistencies. There is evidence of a framework for organization within the writing.	Student's writing lacks a clear focus. There may be limited or underdeveloped organization.	Student's writing has no focus or organization.
Ideas and Development	Student's main idea(s) stand out and details are carefully selected. The writing is a thorough and balanced explanation or exploration of a topic. Technology is always used effectively.	Student's writing has clear main idea(s) and supporting details are relevant. Technology is often used effectively.	Student's writing has an unclear purpose and main idea(s) and may include irrelevant details or extensive repetition. Technology is used somewhat effectively.	Student's writing lacks main idea and has minimal development of ideas. Writing is consistently hard to follow. Does not use technology effectively when required.
Language Use/ Voice	Student's writing incorporates a rich, varied, or specific word choice, appropriately adjusted to subject and audience	Student's writing includes appropriate and functional word choice, adjusted to subject and audience	Student's writing is monotonous and/or includes misused words. Writing is seldom adjusted to subject and audience	Student's writing includes limited and vague word choice, not adjusted to subject and audience.
Sentence Fluency	Student's writing includes effective sentence flow with extensive variation in sentence structure, length, and beginnings.	Student's writing includes some sentence flow and some variety in sentence structure, length, and beginnings	Student's writing has a significant portion of text that is difficult to follow and sentence patterns are monotonous.	Student's writing contains incomplete sentences that make writing difficult to read.
Conventions/ Mechanics	Student's writing is an example of a strong control of standard writing conventions. There is little need for editing.	Student's writing is an example of adequate control of standard writing conventions. There may be minor errors that do not impede readability.	Student's writing is limited in control of standard writing conventions and errors begin to impede readability.	Student's writing has numerous errors in usage, spelling, capitalization, and Punctuation that repeatedly distract the reader.

GRADUATION REQUIREMENTS: HULL HIGH SCHOOL DIPLOMA – LEVEL A (class of 2021)

In order to receive a Hull High School diploma, students must successfully meet all course credit requirements and pass the Massachusetts Comprehensive Assessment System (MCAS) tests with competency determinations as identified by the Massachusetts Department of Education.

Students must earn a minimum of 140 credits to be awarded a Hull High School diploma. In addition, students must earn credit AND a passing mark in the following subjects:

English	4 years
Mathematics	4 years (including Algebra II and Geometry*)
Science **	4 years (including Introductory Physics, Biology, and Chemistry*)
Social Studies	3 full-year courses (World History II, U.S. History I and II), and 2 semester courses (American Politics and Government and American Economics.)
Physical Education	4 semesters of Wellness (Wellness 9, Wellness 10, Wellness 11, Wellness 12)

**Specific course requirements may be waived as a component of an Individual Education Plan or by a high school administrator based on individual programs / circumstances. Subject area requirements may not be waived.*

GRADUATION REQUIREMENTS: HULL HIGH SCHOOL DIPLOMA – LEVEL A (class of 2022 and beyond)

In order to receive a Hull High School diploma, students must successfully meet all course credit requirements and pass the Massachusetts Comprehensive Assessment System (MCAS) tests with competency determinations as identified by the Massachusetts Department of Education.

Students must earn a minimum of 140 credits to be awarded a Hull High School diploma. In addition, students must earn credit AND a passing mark in the following subjects:

English	4 years
Mathematics	4 years (including Geometry and Algebra II)*
Science **	3 years (including Introductory Physics, Biology, and lab science)*
Social Studies	4 years (including World History, U.S. History, and Government)*
Foreign Language	2 years*
Allied Arts (art, music, applied tech)	2 semesters
Physical Education	4 semesters (Wellness 9, 10, 11, 12)

**Specific course requirements may be waived as a component of an Individual Education Plan or by a high school administrator based on individual programs / circumstances. Subject area requirements may not be waived.*

***If planning on attending a four-year college, four years of science including Chemistry is strongly encouraged. If planning on a Science major in college, Chemistry may be a requirement.*

GRADUATION REQUIREMENTS: HULL HIGH SCHOOL DIPLOMA – LEVEL B

A student may, with the approval of the Hull High School Principal, choose to earn a Hull High School B diploma. This diploma may allow a student to attend some colleges upon graduation but will not meet the acceptance requirements of some four-year colleges and universities.

In order to receive a Hull High School B diploma, students must successfully meet all course credit requirements and pass the Massachusetts Comprehensive Assessment System (MCAS) tests with competency determinations as identified by the Massachusetts Department of Education.

Students must earn a minimum of 114 credits to be awarded a Hull High School B diploma. In addition, students must earn credit AND a passing mark in the following subjects:

English	4 years
Mathematics	3 years (including Algebra II and Geometry*)
Science	3 years (including Introductory Physics and Biology*)
Social Studies	2 full-year courses (including U.S. History), and 2 semester courses (American Politics and Government and American Economics.)
Physical Education	4 semesters of Wellness
Foreign Language	1 year
Allied Arts (art, music, applied tech)	4 semesters
Internship	1 full-year course

**Specific course requirements may be waived as a component of an Individual Education Plan, or by a high school administrator, based on individual programs / circumstances. Subject area requirements may not be waived.*

PROMOTION REQUIREMENTS

All students are required to carry a total of 42 credits per school year.

To be considered in good academic standing and on pace to graduate students should have accumulated 30 credits after grade 9 including

- ☐ 6 credits of English (English 9)
- ☐ 6 credits of mathematics
- ☐ 6 credits of science (Introductory Physics)
- ☐ 6 credits of social studies (World History II)
- ☐ 3 credits of physical education (Wellness 9)

To be considered in good academic standing and on pace to graduate, students should have accumulated 60 credits after grade 10 including

- ☐ 12 credits of English (English 9 and 10)
- ☐ 12 credits of mathematics (including Geometry)
- ☐ 12 credits of science (Introductory Physics, Biology)
- ☐ 12 credits of social studies (including World History II and US History I)
- ☐ 6 credits of physical education (Wellness 9 and Wellness 10)

To be considered in good academic standing and on pace to graduate students should have accumulated 100 credits after grade 11 including

- ☐ 18 credits of English (English 9, 10, and 11)
- ☐ 18 credits of mathematics (including Geometry and Algebra II)
- ☐ 18 credits of science (Introductory Physics, Biology, and Chemistry)
- ☐ 18 credits of social studies (World History II, US History I and US History II OR AP United States History)
- ☐ 9 credits of physical education (Wellness 9, Wellness 10, and Wellness 11)

FRESHMAN EXPERIENCE

All incoming freshmen will participate in a seminar course designed to help them transition successfully to the increased academic demands of high school and the growing emphasis on personal responsibility. This class will meet every other day for the year and will be taught by one of their core academic teachers. Topics covered will include organization, time management, writing, note-taking, and self-monitoring. These skills will enable them to meet the Hull High School Expectations for Student Learning.

GRADING SYSTEM

The purpose of grading is to evaluate student growth and progress in relation to the curriculum and to provide a report of this academic growth for the student. Academic success and achievement in high school results from a combination of regular attendance in school and class, mastery of skills, participation in class, completion of homework and independent study, as well as determination and conscientiousness.

Grades are based on evidence of the attainment of the content concepts and skills of the course. The extent to which students have attained these objectives will be determined by their performance on assessment measures developed, administered and evaluated by the teacher. Homework assignments, given in the form of written work, reading or independent study as an aid in understanding the concepts and skills presented in class, are also used to determine student performance.

Academic achievement letter grades, with the exception of A+, D+, or D-, are assigned to students according to the performance standards below:

GRADE OF A A (93-above) A- (90-92)

Superior: Student demonstrates a comprehensive and in-depth understanding of the concepts and processes embodied in the course content. Student demonstrates clear evidence of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 90-100% range in tests, quizzes, performance assessments, projects and final examinations.

GRADE OF B B+ (87-89) B (83-86) B- (80-82)

Above Average: Student demonstrates substantial understanding of the essential concepts and processes embodied in the course content. Student demonstrates substantial evidence of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 80-89% range in tests, quizzes, performance assessments, projects and final examinations.

GRADE OF C C+ (77-79) C (73-76) C- (70-72)

Average: Student demonstrates adequate understanding of the essential concepts and processes embodied in the course content. Student demonstrates adequate evidence of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 70-79% range in tests, quizzes, performance assessments, projects and final examinations.

GRADE OF D D (60-69)

Below Average: Student demonstrates minimal understanding of the essential concepts and processes embodied in the course content. Student demonstrates a basic lack of comprehension and development of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 60-69% range in tests, quizzes, performance assessments, projects and final examinations.

GRADE OF F F (below 60)

Failure: Student demonstrates insufficient understanding of the essential concepts and processes embodied in the course content. Student demonstrates substandard work and/or is deficient in the mastery of the competencies and mechanics of the course. Student may have failed to complete work assigned. Student ranks in the 0-64% range in tests, quizzes, performance assessments, projects and final examinations. *No credit is earned for the course.* A student will not be eligible for credit recovery if he or she earns a final grade of 50 or below in any given course.

Teachers also assign numbers to comment on conduct and effort which includes personal responsibility, respect, classroom behavior, class attendance, participation, attentiveness, study skills, management of time, organizational skills, and preparation for class.

PROGRESS / GRADE REPORTING

At the midpoint of each marking term, academic progress reports will be posted on-line and/or mailed home. Formal report cards are prepared at the end of each marking quarter. All report cards will be posted on-line and/or mailed home. If a report card is not received, a copy of the report card may be picked up from the guidance office. Final marks are the average of the four quarterly marks and the final exam. Since an "F" grade can mean anything from 0 – 59, a low "F" carries a great deal of negative weight in an average. Students who find themselves in academic difficulty in any given marking term should do their best to earn as high a numerical average as possible so that they will be able to do well enough in subsequent terms to pass for the year.

GRADE POINT AVERAGE AND RANK IN CLASS

Class rank is determined for eligible students in attendance at Hull High School at the end of the fifth, sixth, seventh and eighth semesters. Class rank for all students is based upon the GPA calculated according to the following method; with the student having the highest GPA assigned the rank of #1. Succeeding ranks are assigned to students in descending order according to their GPA's. Students with equal GPA's are given the same class rank, equal to the highest available unassigned rank. When more than one student are assigned a single rank, the next available rank for assignment will be the rank that would be available if each of those students had been assigned a successive rank. For example, if two students had GPA's that would qualify them to rank third in the class, each would be assigned that rank, and the student with the next highest GPA would be ranked fifth. No rank of fourth would be assigned.

NB The practice of assigning class rank is currently under review and may be discontinued beginning with the Class of 2022.

A student's GPA will be calculated as follows:

1. All courses taken at Hull High School will be included in the calculation of a student's GPA. A course retaken after the receipt of a failing grade will not be counted towards the GPA. Courses taken outside Hull High School may be counted toward credit for graduation.
2. All courses eligible to be counted in calculating a student's GPA are assigned a point value by converting the letter grade received in the course to a numerical value per the table below and multiplying that numerical value by the number of credits received for that course.
3. Totaling the point values for all eligible courses and then dividing the sum by the total number of credits received by the student for those courses determine the GPA. This calculation will be carried to the third decimal place.
4. Course levels are indicated in this *Program of Studies*.

Letter Grade Numerical Equivalents

Level	A	A-	B+	B	B-	C+	C	C-	D	F
CP	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00
H	4.50	4.17	3.83	3.50	3.17	2.83	2.50	2.17	1.50	0.00
AP	5.00	4.67	4.33	4.00	3.67	3.33	3.00	2.67	2.00	0.00

The following criteria will be used for determining class valedictorian and salutatorian:

1. Class valedictorian will be the senior student with the highest-class rank, as determined above, at the end of the fourth term of senior year and who meets all other requirements defined herein.
2. Class salutatorian will be the senior student with the second highest class rank, as determined above, at the end of fourth term of senior year and who meets all other requirements defined herein.
3. To be considered for the designation as class valedictorian or salutatorian, a student must complete his or her final four semesters at Hull High School.
4. In the case of two qualified, highest ranking students having equal class rank, the student with the higher GPA calculated for only honors and advanced placement courses taken at Hull High School shall be designated valedictorian and the second student as salutatorian. If the two students have equal GPA's calculated in this manner, then the two students shall be designated as co-valedictorians.
5. In the case of two qualified, second highest ranking students having equal class rank, the student with the higher GPA calculated for only honors and advanced placement courses taken at Hull High School shall be designated salutatorian. If the two students have equal GPA's calculated in this manner, then the two students shall be designated as co-salutatorians.

CREDIT RECOVERY

Hull High School students who fail a course **or** fail to earn course credit due to excessive absences will be required to take a Virtual High School (VHS) or Edgenuity credit recovery course in order to make up academic deficiencies. Students may have the opportunity to take credit recovery courses during the summer if their final grade is above 50; however, the student will be responsible for the cost of the course. When a student takes a credit recovery course, both the original grade and the credit recovery grade (P or F) will appear on the student transcript.

WAIVERS OF PRE-REQUISITES

A course prerequisite may be waived with written permission of the Principal. To attain a waiver the student must complete a waiver form and write a personal narrative explaining why the waiver should be granted. Students must also have their current teacher in the subject area in which they are applying for a waiver fill out a teacher recommendation form. All waiver requests must be turned in to the high school Principal no later than one week after the due date of the signed course request sheet. Decisions granting waivers are based upon the student's

record and available space and feedback from teachers. Students may be required to complete an assessment (i.e. interview, writing prompt or placement test) in order to properly judge whether the student will likely find success in the class they are asking to waive into.

ATTENDANCE

It is the school's responsibility to teach students certain competencies. It is the students' responsibility to master these competencies. A major portion of the learning process goes on in the classroom under the tutelage of the classroom teacher; therefore, good attendance is of the utmost importance. A student with a good attendance record is an efficient student, a reliable student and, usually, a good student. For years, prospective employers have requested information about a student's attendance. The value of regular attendance cannot be overemphasized. Students, with the help and cooperation of their parents, should restrict their absences and tardies to the absolute minimum.

Excessive absenteeism from school and from individual classes will result in a loss of credit. In an effort to inform parents of student class attendance, period attendance is taken each period by all faculty members. Awarding of course credit will be directly impacted by absenteeism. *Students should refer to the Student Handbook for specific information about attendance requirements.*

ADVANCED PLACEMENT COURSES

Students enrolled in Advanced Placement (AP) courses are strongly advised to take the corresponding *College Board AP exam*. *Students should refer to the Student Handbook for specific information about AP fee requirements.*

GUIDANCE SERVICES

Guidance services are available to assist with the academic and social-emotional development of all students. Each student is assigned to a guidance counselor that will work with the student for all four years. Guidance counselors meet with students in groups and individually throughout the year, host annual parent information nights for each grade level, and consult with other faculty members and parents/guardians. Counselors assist with self-assessment, goal setting, course selection, post-secondary exploration, college applications, job searches, financial aid, scholarship opportunities, and social-emotional concerns. Topics covered during classroom visits include PSAT score reports, Naviance Learning Style Inventory, career exploration, the college search process, SAT/ACT registration, and the college application process. The guidance department also hosts events such as a sophomore field trip to a local college, lunchroom visits from college admissions officers, and a financial aid night from the Massachusetts Educational Financing Authority. Students and parents/guardians are encouraged to contact the guidance department to request a meeting at any time during the school year to discuss the above topics or any other concerns.

PSYCHOLOGICAL SERVICES

The school psychologist is the team chairperson for special education at Hull High School. Students are referred for team evaluations by parents/guardians, teachers, the high school's Student Assistance or Crisis Teams. The school psychologist administers a variety of psychological evaluations under IDEA, including cognitive and social/emotional assessments to determine a student's initial or continued eligibility for special education or related services. The school psychologist and school adjustment counselor provide counseling for school-related problems on an individual and group basis.

SPEECH/LANGUAGE PATHOLOGIST

The speech and language pathologist provides services individually or in small groups to students who demonstrate speech/language and communication disorders according to their IEP's or 504 plans.

PHYSICAL/OCCUPATIONAL THERAPY

The physical therapist and occupational therapist provide services individually to students according to their IEP's or 504 plans.

SPECIAL EDUCATION

The special education staff provides a full range of instructional and support services to students in accordance with their individual educational plans. Generally, all special education students receive their primary services through the inclusion model. Support services may include study and organization skills, appropriate modifications in the regular education program, reinforcement and re-teaching of basic skills, and behavior management strategies. Goals for all students may include growth in personal, social, emotional, and academic development, awareness and acquisition of positive work attitudes and skills, improvement in the abilities to work independently and cooperatively, and successful transition from high school to post-secondary education and/or work.

EQUAL EDUCATIONAL OPPORTUNITY

The Hull Public Schools admits students, and makes available to them its advantages, privileges, and courses of study without regard to race, color, national origin, age, gender, gender identity, religion, sexual orientation or handicap in compliance with federal and state law.

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance. Students eligible for 504 assistance are those who (1) have a physical or mental impairment which substantially limits one or more major life activities, (2) have a record of such impairment or (3) are regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks. Some students with disabilities may qualify for accommodations in the classroom through a 504 plan. Any student or parent/guardian having a question, concern, or complaint is invited to contact the school Principal, guidance department, adjustment counselor and/or school psychologist.

NCAA REQUIREMENTS

Any students who plan to participate in college athletics are advised to see their guidance counselor and the athletic director by the end of their junior year. The high school course work requirements for a student-athlete that wishes to participate in the NCAA are as follows:

Division I	Division II
<p>If you want to participate in athletics or receive an athletics scholarship during your first year, you must:</p> <ul style="list-style-type: none">• Graduate from high school;• Complete these 16 core courses<ul style="list-style-type: none">○ 4 years of English;○ 3 years of math (Algebra I or higher)○ 2 years of natural or physical science (including one year of lab science if offered by your high school);○ 1 year of additional English, math or natural/physical science;○ 2 years of social science; and○ 4 years of extra core courses (from any category above, or foreign language, comparative religion or philosophy);<i>Note: Courses with similar content may be deemed duplicative by the NCAA Eligibility Center.</i>• Earn a minimum required grade-point average in your courses; and• Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale (for example, a 2,400 core-course grade-point average needs an 860 SAT score).	<p>Any core courses used toward your initial eligibility must be completed prior to full-time collegiate enrollment. If you enroll full time in a Division II college on or after August 1, 2013, and want to participate in athletics or receive an athletics scholarship during your first year you must:</p> <ul style="list-style-type: none">• Graduate from high school;• Complete these 16 core courses<ul style="list-style-type: none">○ 3 years of English;○ 2 years of math (Algebra I or higher);○ 2 years of natural or physical science (including one year of lab science if offered by your high school);○ 3 additional years of English, math, or natural or physical science;○ 2 years of social science; and○ 4 years of additional core courses (from any category above, or foreign language, comparative religion or philosophy);• Earn a 2.000 grade-point average or better in your core courses; and• Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale (for example, a 2,400 core-course grade-point average needs an 760 SAT score).•
Specific information is available at the Clearinghouse Website at www.ncaaclearinghouse.net	

SCHOLARSHIPS, AWARDS AND FINANCIAL AID

Several scholarships and awards are made available to seniors through the generosity of local service organizations as well as philanthropic groups and individuals through specific criteria. Scholarships, academic awards, and athletic awards sponsored or administered by the district are free of restrictions based upon race, color, national origin, age, gender, gender identity, religion, sexual orientation or handicap with the following exceptions: (1) When making athletic awards to members of single sex teams, awards are in proportion to the number of students of each gender participating in interscholastic competition, (2) When accepting outside assistance (i.e., wills, trusts) for awards that would discriminate, the district provides an alternative source of funding to erase the discriminatory effect. Benefactors who designate a recipient will have their donations listed separately as awards, not scholarships.

TRANSFER STUDENTS

A Hull High School guidance counselor will evaluate the transcripts of all students transferring into the high school in order to determine their correct placement. Parents may request that their children be enrolled in specific courses (i.e. Honors) but must provide supporting documentation (course descriptions, syllabus, teacher recommendations, etc.) to substantiate their requests. The guidance counselor will make the final placement determination. Counselor decisions regarding student placements may be appealed to the high school Principal. Transfer students' grades from their previous school will be included in the Hull High School transcript. Students will be given the Hull High School credit equivalent to the credits they earned at their previous school. When applying to college your guidance counselor will include both the Hull High School transcript as well as your previous school transcript.

FRESHMAN COURSE SELECTION

All incoming freshmen will have the opportunity to select their courses in the spring of their 8th grade year. Course placement will be determined by their grades and attendance throughout grade 8.

Incoming freshmen that desire to take Honors-level classes but do not meet the criteria for placement in these classes may apply for a waiver. Grades will be reviewed again at the end of the school year to determine appropriate level placement.

VIRTUAL HIGH SCHOOL

VHS is a non-profit organization that offers online learning opportunities not currently offered at Hull High School. VHS offers advanced placement, honors and standard courses spanning a variety of disciplines and interests. The structure of VHS courses requires productivity, initiative, self-motivation and personal responsibility from the student. VHS classes are scheduled in the library and under the direct supervision of Library Media Specialist and Site Coordinator Mrs. Grosso.

Please login to <https://vhslearning.org/> for a full list of courses. Students interested in taking a VHS course will need to fill out the appropriate registration forms from guidance. Courses are given on a first come first serve basis.

COURSE DESCRIPTIONS

ENGLISH

The English curriculum is based on the communication skills of reading, writing, speaking, viewing, listening and presenting. Specifically, the curriculum provides instruction in the different modes of written and oral expression, analytical reading, vocabulary, grammar/usage and media study. All students must take English throughout their four years of high school. Consequently, courses are offered at a variety of levels so students may select courses that suit their needs, abilities, and achievement. Students who fail any required English course must make up the credit.

The writing component of the English curriculum offers the student a comprehensive program from 9th to 12th grade that includes instruction and practice in the 7 stages of writing: audience analysis, prewriting, first draft, evaluating, revising, proofreading, and final composition. Students receive instruction and practice in the following writing formats: descriptive, narrative, persuasive and expository writing. Analytical writing starts in the 9th grade and is followed by a comprehensive approach that culminates with full research writing by grade 12.

HULL HIGH SCHOOL ENGLISH DEPARTMENT **TYPICAL SEQUENCES BY GRADE**

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
A	CP or Honors English 9 & Freshman Writing or Public Speaking	CP or Honors English 10	AP English Language	AP English Literature
B	CP or Honors English 9 & Freshman Writing	CP or Honors English 10	CP or Honors English 11	CP or Honors 2 semester- long

Sequence A

This sequence of courses is designed for the student with outstanding ability and high interest and motivation in English. The student must be able to work and study on his/her own. Students should follow this sequence only on recommendation of the English department, and they are expected to maintain at least a “C” average or better to remain in the sequence.

Sequence B

This sequence of courses is designed for the student who has the interest and ability to complete a typical 4-year college preparatory program in English. The standard English courses required by most colleges are offered in this sequence.

NOTE: In addition to the above sequences, the following electives are offered by the English Department: *Creative Writing*, *Journalism/Newspaper Design I*, and *Honors Journalism/Newspaper Design II*. These electives may be taken *in addition* to the sequenced English classes; however, they *are not* applied toward the English graduation requirement without the prior approval of the high school Principal.

150 ENGLISH 9

6 credits

English 9 is a developmental course in language skills and literary analysis. Students will develop skills in the major writing modes (persuasive, expository, descriptive and narrative), with increased emphasis on comparison/contrast, cause and effect, and other forms of the expository essays. Students will be expected to improve their writing skills by analyzing their strengths and weaknesses and by following a process approach to

writing. To expand a student's word knowledge, intense vocabulary building is done regularly. Thorough grammar and punctuation instruction is integrated within writing exercises. Students will read and analyze examples of each of the major literary genres: short story, drama, nonfiction, poetry, and essays. Novels are read in class and independently and are analyzed for character, content and style.

107 HONORS ENGLISH 9

6 credits

Honors English 9 is an advanced course in language skills and literary analysis. Students will develop clarity in their writing, especially in developing coherence of sentences, paragraphs, and multi-paragraph essays as well as increasing their vocabulary skills and knowledge. Grammar and punctuation will be taught in an intensive review; however, it is assumed that the basics of English grammar, usage, and punctuation have been mastered. Students will read a variety of fiction and nonfiction literature to foster the student understanding and appreciation of traditional and contemporary works, especially in deepening the student's insights and literary analysis. Students will be expected to do extensive independent reading and writing. Outside reading is required. *Prerequisite: A grade of "B" or above in Grade 8 English, teacher recommendation and a score of "Meets Expectations" on the Grade 9 English Placement Exam.*

153 ENGLISH 10

6 credits

This course will concentrate in depth on major literary works, short stories and a variety of poems and poets. Literature will be read independently and discussed in class. Students will concentrate on analytical writing and learn to understand the use of literary terms, including symbolism, metaphor, and characterization. Students will be expected to write a variety of essays, many of which will focus on comprehension of a short story, poem or novel. In order to increase word knowledge, intense vocabulary building will be practiced on a regular basis. An understanding of correct grammar and punctuation will be learned through regular written assignments.

154 HONORS ENGLISH 10

6 credits

This is a genre-based course in which students will study a variety of short stories, poems, plays, and novels for critical analysis and discussion. Course content will focus on interpreting literature beyond the literal level, and students will be expected to apply appropriate literary terminology. In conjunction with the reading, the writing focus will emphasize the development and support of a thesis statement in literary analysis. Students will also continue to receive instruction in the various writing modes (persuasive, expository, descriptive and narrative) and in the writing process. Grammar, punctuation, and usage are integrated into writing instruction with particular attention given to revision and editing. Vocabulary will be emphasized both within the context of the readings and through vocabulary lessons and practices. Outside reading is required. *Prerequisite: A grade of "C" or above in Honors English 9 or an "A-" or above in English 9.*

155 ENGLISH 11

6 credits

The theme of American traditions, culture, and values expressed through literature will be explored through the reading of a variety of short stories, plays, poems, essays and several novels. Writing activities will continue to stress the writing process as it applies to paragraph development and organization, sentence styling, grammatical structures, and the development of research writing skills. Vocabulary lessons and play enactments are practices utilized to further successful oral presentation and writing skills.

156 HONORS ENGLISH 11

6 credits

This course will cover in more depth and detail the classical American literature studies. It is geared towards students who choose to improve their skills and are willing to do more work and take more responsibility for their education. The theme of American traditions, culture, and values expressed through literature will be explored through the reading of a variety of short stories, plays, poems, essays, and several novels. Outside class, students will read numerous shorter works by American novelists, as well as modern literary criticism regarding the authors and their works. A unit on American drama will involve dramatic reading and examination of plays. A unit on American poetry chronicles the evolution of the American literary voice in verse. Throughout the year, students will continue intense vocabulary building; analysis of the forms, genres, and elements of literature; examination and development of personal writing techniques and processes and research methodologies. Outside reading is required. *Prerequisite: A grade of "C" or above in Honors English 10 or an "A-" in English 10.*

161 ADVANCED PLACEMENT ENGLISH - LANGUAGE/COMPOSITION**6 credits****Grades 11**

Activities in this course teach students to clearly think, write, and speak about language and writing while reading prose written in a variety of periods, disciplines, and rhetorical contexts. It is a high school course for students who are capable of doing college-level work in English and who are willing to devote the time and energy necessary to complete a course more demanding than the regular English courses. Research skills are stressed to prepare students for success in college. A minimum of three analytical research papers will be assigned per year. A variety of nonfiction as well as fiction will be introduced. Genres studied range from historical letters to persuasive, descriptive, and narrative modern essays. Four novels will be assigned for summer reading. Additional novels from the AP College Board suggested reading list will be read throughout the year. *Prerequisite: A grade of "B" or above in the preceding Honors English course or an "A-" or above in the preceding English course.*

160 ADVANCED PLACEMENT ENGLISH - LITERATURE/COMPOSITION**6 credits****Grades 12**

The AP English course in Literature and Composition is a college-level course that trains students to become skilled readers of literature written in a variety of periods and genres. Close readings of selected works of mainly British and American writers, dating from the seventeenth century to contemporary times, are combined with extensive writing and revision of analytical essays. A major goal of the course is to help students develop critical standards for interpreting literature while attaining a stylistic expression in writing. Research skills are stressed to prepare students for success in college. A minimum of three analytical research papers will be assigned per year. Four novels will be assigned for summer reading. Additional novels from the AP College Board suggested reading list will be covered throughout the year. *Prerequisite: A grade of "B" or above in the preceding Honors or AP English course or an "A-" or above in the preceding English course.*

SENIOR SEMINARS

Seniors in Honors and CP levels will meet their senior English requirement by selecting two semester-long courses. These multi-leveled courses are designed as discussion-based investigations into specific topics and are intended to resemble more closely post-secondary educational experiences. Reading requirements for individual courses may be found in the course descriptions below.

170/171 DRAMATIC LITERATURE: INTERPRETATION THROUGH COLLOQUIA 3 credits

This course will focus on the process of artistic collaboration and motivate students to become lifelong theatre enthusiasts. Aside from analyzing scripts and acting techniques, students will participate in a workshop model. They will explore a multitude of scripts from Pioneer Drama, cast, rehearse, direct, produce, and perform their chosen play. As a culminating experience, students will reflect on and review the process from script to stage.

172/173 MONSTERS and MAYHEM**3 credits**

From the days of Medieval Literature, monsters have reigned supreme. Students will begin the course analyzing and rethinking familiar monsters from their childhood fairy tales. While reading the Brothers Grimm, students will explore archetypal characteristics of the monster. They will then transpose these teachings to *Beowulf* and well-known Gothic literary texts such as: *Frankenstein*, *Dracula*, and *Dr. Jekyll and Mr. Hyde*. Students will ultimately explore the role of monstrosity in a variety of texts and consider the creatures' appearances relative to historical and cultural context.

174/175 HUMANITIES**3 credits**

The Humanities course introduces students to the concept of humanities and explores through art, literature, music, and film how philosophy, politics, and religion differ from one era to the next, and the influences those ideas and beliefs have had on history. Throughout the semester, students will analyze a diverse collection of texts including classics like Dante's *Inferno* and contemporary works such as *The Kite Runner*. Students will view and analyze several forms of art and music including rock operas like *Evita* and a study of the French Impressionist painters. Students will focus on several types of writing, including creative fiction, poetry, music and movie reviews, and literary analyses.

176/177 MODERN DILEMMAS**3 credits**

Students will explore some of the dilemmas that face modern society and how they are represented in a variety of texts. They will study issues such as censorship, mental illness, medical ethics, war and terrorism, and violence. Students will be required to think about how these problems challenge our society and how we can work to solve them. Readings will include novels such as *Long Way Gone*, *Wintergirls* and *My Sister's Keeper*, short stories, and articles, as well as various films and documentaries. Students will focus on several types of writing, including creative, critical, and research-based writing assignments, as well as film reviews and personal reflections.

178/179 CULTURE IN LITERATURE**3 credits**

Students will explore the cultures of other countries through the lens of literature and the perspective of those who have traveled to foreign lands, such as Ireland, France, and India. Through both research and texts, students will learn about different cultures, expectations, traditions, and history from those who have lived in, or traveled to, these places, increasing their global awareness. Students will also research a part of the globe that interests them and share their findings with the class. Readings will include selections from *Angela's Ashes* and *The Hundred-Foot Journey*, as well as various articles, short stories, and film.

166 THE HISTORY OF THE MYSTERY**3 credits**

This one-semester English course explores the rich history and dynamic nature of the "detective novel" or the "novel of the crime." The texts are drawn from various time periods and will follow the evolution of the detective novel in historical context. In addition to studying the origins of mystery writing, students will read short stories and novels covering the British and American traditions in the genre. The course will look at the role of the detective as an archetypal hero in both traditions. Students will also examine the diverse offerings of modern writers in one of the most popular and widely read literary forms in the world. The course will trace the evolution of the genre from Edgar Allan Poe, through the literary periods of Sir Arthur Conan Doyle (Sherlock Holmes) and Truman Capote, to contemporary authors like Dennis Lehane. Works will include both fiction and non-fiction pieces of varying lengths.

168/169 THE AMERICAN IDENTITY**3 credits**

Students will explore the journeys that immigrants take when they come to America, exploring the different cultures, expectations, traditions, and history from those who have lived in foreign countries and the challenges that they face as they move to the United States. This course will increase student's global awareness, as they learn about the experiences of those who migrate to the United States and what it means to be American. Readings will include *Americanah*, *The Reluctant Fundamentalist*, and *Girl in Translation*, as well as various short stories, poems, and film.

ELECTIVES**168 CREATIVE WRITING****3 credits**

Students will develop their writing skills in personal essays, short stories, and poetry. Conducted in a workshop setting, the course will incorporate short exercises and activities, including journals, designed to enhance creativity. Students will learn to critique their own writing and that of their peers and to revise drafts of their own work. They will also create a final portfolio demonstrating their growth and performance as writers. This course may be repeated for full credit with the instructor's approval.

165 JOURNALISM / NEWSPAPER DESIGN I
Grades 9-12**3 credits**

This semester long course is designed to teach students the essentials of written and the various aspects of journalism producing a quality high school newspaper. Students will examine several aspects of journalism including writing styles, ethics, and the power of print media. Students will have a "hands-on" experience in writing, designing, and editing the school's newspaper. Students learn the foundations of reporting and journalistic writing techniques as they interview, research, and write articles. The course also includes the basic principles of layout, as well as advertising design and sales.

167 HONORS JOURNALISM / NEWSPAPER DESIGN II
Grades 9-12

3 credits

This semester long course is a continuation of Journalism/Newspaper Design I. Students enrolled in this course will have prior knowledge of the essentials of journalistic writing and newspaper layout/design. Students will take on leadership roles as editors and oversee the production of the newspaper.

Prerequisite: Journalism/Newspaper Design

FINE ARTS

The Fine Arts program is a vital part of our educational program at Hull High School. The arts stimulate creativity in solving problems. They challenge students' perceptions and teach them to look at the world around them in new ways. By studying one or more of the arts, students can acquire skills in concentration, organization, problem solving, effective listening, artistic judgment, leadership, and self-discipline.

MUSIC

Music courses are open to all students. These offerings afford the students opportunities to further develop their musical talents; other courses are designed to provide an introduction to new instruments and developing musical technologies.

846 CONCERT BAND 6 credits **Grades 9-12**

Students that join this performance ensemble will continue their music education of reading and interpreting music notation, becoming more technically advanced on their musical instrument/ and applying concert etiquette through multiple performances throughout the year. Assessments are done through individual and group performances. Performances may include, but are not limited to, football games, pep rallies, formal concerts, parades, graduation and festivals.

Prerequisite: Concert Band is open to all students that have performed on a musical instrument in a school music program for at least one year or with permission from the instructor.

801 MUSIC THEORY 6 credits **Grades 9-12**

This course is for students who wish to learn the inner workings of how music is created and composed. Students will learn to write music in all major and/or minor keys, how to create harmonic progressions, and arranging techniques. Ear training and music dictation will also be components of the course, teaching students how to hear music and write aspects of it down. Students may choose to take the AP Music exam after the course is completed.

Pre-requisite: This course is appropriate for students who are considering majoring in music after high school. This course will provide an excellent foundation of music knowledge and some colleges may let students test out of their Music Theory course.

802 MUSIC TECHNOLOGY and SONGWRITING 3 credits **Grades 9-12**

Students will learn how to read and perform music, use proper vocabulary related to the music industry and compose music on the Garage Band program and App through the use of piano keyboard and Mac computers. Assessments are done daily through assignments and class participation.

824 HISTORY OF AMERICAN MUSIC 3 credits **Grades 9-12**

Students in this course will explore the beginnings of American Pop Music through discussing the American artists and songwriters of the twentieth and twenty-first centuries. Styles of music include Blues, Jazz, Folk, Rock, R&B, Country, Rap, and Pop. Assessments are done through written and aural presentations.

828 ROCK ENSEMBLE 3 credits **Grades 9-12**

Students in this course will learn how to read, notate and perform music on guitar, piano, bass guitar, and drums. Song selections will be up to the students in the class, but will be finalized by the teacher. Rehearsal techniques and communication within a group will be the top two goals of the course. Assessments are done daily through group or solo performances and class participation.

848 CONCERT CHOIR
Grades 9-12

3 credits

Students that join this performance ensemble will continue their music education through reading and interpreting music notation, increase their vocal skills through vocal techniques and challenge their music abilities by singing a variety of vocal styles throughout the semester. Assessments are done through individual and group performances. Performances may include, but are not limited to, pep rallies, formal concerts, graduation and festivals. For the first year offer this course as a semester course. Students in semester 1 will prepare for the Winter Concert, and students for semester 2 will prepare for the spring concert and graduation

VISUAL ARTS

The visual arts are taught in a sequence of courses at Hull High School. Each course builds upon what the students learned in visual arts K-8 and prior high school courses, and each introduces a new level of knowledge and understanding of contemporary visual arts practices. In each course an emphasis will be placed upon exploration, personal reflection, intellectual curiosity, analysis, and the student's role in the artistic process. Each course is designed to engage students in learning the "how-to's" of art, such as how to draw or how to paint as well as demonstrate how this information can be useful and relevant in their own lives. Students will be exposed to the idea that art is a powerful tool that can be used to learn more about themselves, about others and about the environment/community that surrounds them. As students move on from their studies in the visual arts the hope is that they will be leaving with a greater sense of growth, confidence and awareness as both an artist and as an individual.

864 INTRODUCTION TO ART I: EXPERIMENTING WITH ART
Grades 9-12

3 credits

This semester course, starts at the grass roots and is open to anyone interested in getting their feet wet with art. This class is centered on getting students to explore and manipulate a variety of different materials. The ultimate goal for the course is to weave skill with relativity. Each lesson will engage students in learning the "how-to's" of art, such as how to draw or how to paint as well as demonstrate how this information can be useful and relevant in their own lives. Students will be encouraged to take risks and let go of control and perfection. Students will learn to increase both their skills and their ideas for making art, and their ability to make independent choices within project parameters. Students will connect their practice in the classroom by looking at and analyzing the artwork of a variety of different artists. There will also be a great deal of importance placed on the process of critiquing, presenting and reflecting upon completed work. By the end of the course, students will have looked at many different artists and feel comfortable expressing themselves visually and emotionally.

865 INTRODUCTION TO ART II: FOSTERING ARTISTIC GROWTH
Grades 9-12

3 credits

This semester course is designed for students who would like to build upon and reinforce prior knowledge and skills learned in Introduction to Art I. Students will work seriously and independently on long-term projects. Critical and abstract thinking will often be used to solve advanced design problems. A variety of different projects and artists will be explored. Students will work to enhance their skills and develop more conceptual and symbolic pieces to represent and express their ideas. In addition, there will also be a great deal of importance placed on the process of critiquing, presenting, and reflecting upon completed work.

Prerequisite: Introduction to Art I.

837 ART STUDIO
Grades 10-12

3 credits

This semester course is designed for serious art students who would like to develop more skills and knowledge in the arts and are either unable to fit any other art classes into their schedule or who have taken all offerings and are not yet seniors. Students may take this course more than once if needed. Teacher recommendation is required in order to take this course.

Prerequisite: Teacher Recommendation Required

855 PORTFOLIO ART: CREATING ART AT THE COLLEGE LEVEL
Grades 11 & 12

3 credits

This course is designed for advanced art students who plan on continuing studying art in college and who must prepare a portfolio. Students will work seriously and independently, often working outside of class. Homework will be assigned every week where students will be working from observation. Critical and abstract thinking will often be used to solve advanced design problems. The first half of the semester will be focused on building a portfolio while the second half will be used to learn about and experiment with other mediums as well as work more conceptually.

Prerequisites: Introduction to Art I and II, Sculpture & Ceramics and Digital Art.

862 SCULPTURE & CERAMICS
Grades 9-12

3 credits

This course is an introduction to art in three-dimensional form. This semester-long course will allow students to explore the hand-building techniques of different sculptural and three-dimensional forms such as clay, cardboard, wire, paper, foam and other organic materials. Each project will address and explore the elements and principles of art while students tackle different sculptural problems by using their imagination, developing their own skills, techniques and style. In addition, students will participate in verbal class critiques as well as written reflections regarding their completed work.

876 DIGITAL ART
Grades 9-12

3 credits

Digital Art is a semester course that is intended to combine the fine art aspect of digital design with commercial art. Students will build their design skills using Adobe Photoshop CS. .Tutorials, demonstrations and in class assignments will provide the basis for building a foundation of skills in the digital design field. Students will create a variety of different projects that will test their skills in particular such as advertising and graphic design while creating artwork that expresses an idea, feeling, or mood. Projects will have outlines and required objectives, but students will be responsible for exploring and challenging themselves to make each piece unique. In addition, students will participate in verbal class critiques as well as written reflections regarding their completed work.

FOREIGN LANGUAGE

All foreign language courses require that the student invest a considerable amount of time and effort to perfect pronunciation, master vocabulary and correctly manipulate grammatical structures. The main emphasis is on the classroom experience as each course pays particular attention to the four basic language skills: speaking, listening, reading and writing. This is accomplished by using cassettes, videos, class and individual presentations, readings and formal writing. Students will also learn about the geography and culture of countries where the languages are spoken.

HULL HIGH SCHOOL FOREIGN LANGUAGE DEPARTMENT **TYPICAL SEQUENCES BY GRADE**

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
A	Spanish I	Spanish II	Spanish III	Spanish IV
B	Spanish II	Spanish III	Spanish IV	Spanish V or AP Spanish Language

505 SPANISH I

6 credits

This course introduces students to the basic skills of reading, writing, speaking, and listening. All activities are aimed at developing proficiency in these four areas. The fundamentals of Spanish grammar are presented in contextual situations, as vocabulary is simultaneously developed. Students will engage in daily interactive exercises to foster good oral communications, as well as proper pronunciation. Through daily assignments, students will begin to read authentic materials and write simple practical sentences. Authentic video presentations will introduce students to the diverse cultures of the Spanish-speaking world.

521 HONORS SPANISH I

6 credits

Students may elect to take any foreign language course offered at Hull High School at an honors level. While students who opt for an honors level foreign language course may receive instruction in mixed classes, they will encounter more challenging and rigorous assessments and assignments.

506 SPANISH II

6 credits

Proficiency in the basic skills acquired in Spanish I will be reinforced and expanded. Included in this course is further study of regular and irregular verbs, new tenses, and other new grammatical forms all presented in the context of a communicative situation that is simultaneously expanding the student's vocabulary. Directed compositions are frequently assigned to increase correct use of the language. Reading is intensified with the introduction of the short story. The culture, customs and traditions of Spain and Latin America will provide the source for understanding Spanish-speaking people.

522 HONORS SPANISH II

6 credits

Students may elect to take any foreign language course offered at Hull High School at an honors level. While students who opt for an honors level foreign language course may receive instruction in "mixed" classes, they will encounter more challenging and rigorous assessments and assignments.

507 SPANISH III**6 credits**

Students will complete their study of the major elements of Spanish grammar. Readings, composition writing and discussion topics will be used to enhance student fluency and self-expression. Students will explore the literary, artistic, and cultural heritage of Spain and the Spanish-speaking world in greater depth. Students will be required to speak and write in Spanish each day.

523 HONORS SPANISH III**6 credits**

Students may elect to take any foreign language course offered at Hull High School at an honors level. While students who opt for an honors level foreign language course may receive instruction in mixed classes, they will encounter more challenging and rigorous assessments and assignments. Students will be required to speak and write in Spanish each day. Honors level class will be conducted entirely in Spanish.

512 SPANISH IV**6 credits**

This course is designed to strengthen and perfect all skills developed in Spanish I, II and III and is conducted mostly in Spanish. The remaining essential elements of grammar are presented and the basic grammatical structures are reviewed and refined. Students will continue to develop and practice communicative mastery through class study and discussion of current events, geographical regions and literary excerpts.

508 HONORS SPANISH IV**6 credits**

This course is designed to strengthen and perfect all skills developed in Spanish I, II and III and is conducted entirely in Spanish. The remaining essential elements of grammar are presented and the basic grammatical structures are reviewed and refined. Students will continue to develop and practice communicative mastery through class study and discussion of current events, geographical regions and literary excerpts. Students will be required to speak and write in Spanish each day.

509 HONORS SPANISH V**6 credits**

This course is designed to strengthen and perfect all skills developed in Spanish I, II, III, and IV and is conducted entirely in Spanish. Students will continue to develop and practice the four skills of reading, writing, listening comprehension, and speaking through class study and discussion of current events, geographical regions, and literary excerpts. There is a focus on using the language to study the cultures of Spanish speaking countries.

510 ADVANCED PLACEMENT SPANISH**6 credits**

Advanced Placement Spanish is for students who wish to achieve excellence in all four-language skills: listening, speaking, reading and writing. They already have a broad knowledge of the language and culture of Spanish-speaking world and have demonstrated proficiency in oral and written communication. Students will learn more sophisticated vocabulary and will learn the most complex grammatical structures. They will review all verb tenses. In May, advanced placement students must take the Advanced Placement Examination in Spanish. *Prerequisite: a grade of "B" in Spanish IV*

517 HISPANIC CULTURES**6 credits**

Hispanic Cultures explores products, practices and perspectives of Spanish speaking countries. Studies include; geography, history, celebrations, sports, food, arts and current events. Hispanic Cultures also intends to make students more culturally sensitive to global differences and inequality. The emphasis on Spanish language is minimal and this course is conducted in English.

Prerequisite: Spanish I

MEDIA / TECHNOLOGY

In today's information-based and technology-rich society, library media skills provide students with a strong foundation for success during their high school career and throughout their life. The Library Media Center offers students the opportunity to develop a working knowledge of diverse library resources in today's world - print, digital, and electronic resources. Students will also learn to find, analyze, evaluate, interpret, and communicate information and ideas effectively. With the library teacher, students will assist their peers in attaining these research skills for collaborative research projects assigned by classroom teachers.

Technology Engineering is an important and dynamic area of study where students are challenged to reinforce prior knowledge, apply mathematics and engineering principles, all while creating practical products. Not to be confused with computers and cell phones, this technology is like the "T" in Rochester Institute of *Technology* (RIT) or Massachusetts Institute of *Technology* (MIT). Technology Engineering aims to combine ingenuity, creativity and resourcefulness while finding solutions to practical problems. Students will learn to think critically, solve complex problems and demonstrate work ethic, all while gaining skills required for today's challenging workplace.

Note: All Technology Engineering courses require students to keep a student portfolio as a means of highlighting their class work and as a means by which to accumulate valuable reference materials.

611 WEB DESIGN I

3 credits

This project-based course is an introduction to the design, creation, and maintenance of websites using web-based publishing tools and basic HTML coding. Students learn how to critically evaluate website quality, learn how to update and troubleshoot web pages, learn about industry web design standards, and plan how to attract traffic to the websites they have created. In addition, we will explore various career opportunities requiring web design skills. The course culminates in students creating a website for a local business or nonprofit organization.

614 VIDEO PRODUCTION TECHNIQUES I

3 credits

Video Production Techniques I is an introductory course to the production process with emphasis on digital video editing techniques. Students will be introduced to the basic concepts of script writing, story boarding, and on-camera communication skills. Students will also gain practical experience in filming, audio, lighting, graphic design, and will learn various career opportunities related to video production.

615 VIDEO PRODUCTION TECHNIQUES II

3 credits

Video Production Techniques II will further enhance the student's television production experience by combining the basic skills of single-camera field production with the introduction of post-production editing methods. The end result will contain the elements required for planning, writing, producing, and editing numerous video projects. This course is designed to develop shot composition skills, aesthetic considerations, and shooting for editing. *Prerequisite: Successful completion of Video Production Techniques I.*

752 VIRTUAL HIGH SCHOOL

3 credits

Virtual High School provides a wealth of quality online education options for high school students. Through VHS, students have the opportunity to increase their educational options. Students gain access to a wide variety of courses not typically available and have the flexibility to take these courses anytime throughout the school-day, as best fits their schedule. VHS classes are supervised by the high school librarian who assists the VHS instructor in assessing student performance and in assigning grades. Due to the limited number of seats available to students, students must apply to the Principal in order to participate. Applicants will be evaluated based upon their academic, attendance, and discipline records, as well as by available space.

936 WOOD IA: INTRODUCTION TO WOOD MANUFACTURING TECHNOLOGY 3 credits

In this entry level "hand on" class, students will construct two pre-determined projects. Emphasis is placed on the safe and proper use of tools, machines, and equipment found in the modern wood products manufacturing laboratory. Product design, specifications, working drawings, and machine operation are introduced. Students will take rough stock and machine it into finished products. As they would in the modern factory or the assembly line, students will plan, mill, cut, shape, sand, assemble and finish their products and in the process meet

manufacturing specifications and deadlines. In the context of all work, further emphasis is placed on the necessity of craftsmanship and pride in workmanship. Finally, the further development of reading, writing and mathematics skills is highlighted.

937 WOOD I B: SMALL PROJECTS, TOYS AND NOVELTIES

3 credits

Students engage in the design and fabrication of small projects that focus on their own interests. Intricate scroll work and band saw techniques are introduced. Design, decoration, and finishing touches on given projects are of major emphasis. Furthermore, course content includes in-depth instruction of hand, power, and stationary tools and instruction on the elements of design, shop drawings, and wood properties. As always, creativity and pride in workmanship are stressed.

939 WOOD I C: INTRODUCTION TO WOODTURNING

3 credits

This course is designed to create an appreciation for the art of turning wood. Woodturning helps to foster artistic development and build confidence, pride, and creative talent. Instruction emphasizes the safe and proper use of lathe tools as well as design, use of materials, various methods of construction and finishing. This class gives students an overview of the many processes of the wood lathe where students fabricate beginner-level turning projects.

938 WOOD II A: FINE FURNITURE FABRICATION

3 credits

Students expand on the lessons learned in *Wood Manufacturing Technology I*. The safe and proper use of power and hand tools is further emphasized. Students will develop solutions to real world manufacturing challenges and problems utilizing academic and hands-on skills. Construction of an instructor-selected project, the classic Small Shakerbench, is the major class component. Fine woodworking joinery techniques are explored and developed. Product design, specifications, working drawings and machine operation are introduced. As always, creativity and pride in workmanship are stressed.

946 WOOD IIB: SIGN-MAKING 101

Modern sign making is a real world skill that can be seen all around us every day. Sign making involves many of the operations found in a modern day wood manufacturing laboratory. Sign making students will develop skills in graphic design, careful lay-out and attention to detail as well as fabrication and finishing techniques. Fabrication processes will include both hardwoods and softwoods. Sign making students will employ the use of power tools and hand tool to fabricate their work. Artist's skills are included as an accompaniment to the sign making class thus students will appreciate that art and design and woodworking are all sometimes intricately related.

938C WOOD II C INTERMEDIATE WOODTURNING

3 credits

In this mid-level wood turning course, students expand on the skills and concepts learned in *Introduction to Woodturning*. Segmented spindle turning, pen turning, and other more challenging turning projects are introduced. Turning of identical spindles for practical uses is explored. Students engage in lathe tool sharpening, an essential skill necessary to be successful in the creation of woodturning projects. Instruction emphasizes the safe and proper use of lathe tools as well as design, use of materials, and various methods of construction and finishing. Woodturning gives students a comprehensive overview of the many processes of the wood lathe, including center turning, faceplate turning, segmented construction, and the various tools and techniques used in the process of woodturning.

940 WOOD III A: BAND SAW BOXES

3 credits

Students will explore the design and manufacturing processes necessary to create band saw boxes. Starting with project planning and design, students will develop ideas, identify limits, and explore the processes of fabricating a band saw box. Often a self directed class activity, students will discover that the world of band saw boxes and the design is limited only by the student's imagination and in turn the capabilities are virtually endless. Along with the band saw, sanding processes and hand tool skills are employed in the production and fabrication of this project. Knowledge acquired in previous woodworking classes is further expanded. Skills in craftsmanship are further honed and students are expected to take this upper level wood manufacturing class to the next level

regarding craftsmanship. Finally, students are introduced to new finishing techniques and processes to give their band saw box that finishing touch.

941 WOOD III B: WOOD PRODUCT DESIGN APPLICATIONS

3 credits

Expanding on knowledge acquired in previous wood manufacturing experiences, students will design and fabricate a custom wood product. Lessons from previous classes are re-introduced and further reinforced. A prototype of the chosen product will be created with students employing industry standards to mass produce a product. Working individually and in teams in a simulated workplace environment, students will identify needs, apply science, math, and engineering knowledge, manufacture products, analyze results, record progress, and develop work habits including a strong work ethic, understanding of safety and its place in the world of work, and an appreciation for quality craftsmanship. The science of wood and wood products is introduced.

939 WOOD III C: ADVANCED WOODTURNING

3 credits

In this class students will expand upon the skills learned in previous wood-turning courses to explore more complex turning projects such as a segmented bowl. In addition to continuing to master the art of tool sharpening, instruction in jig and fixture fabrication to aid in complex turning projects including bowl turning will be offered.

944 INDEPENDENT STUDY IN TECHNOLOGY ENGINEERING

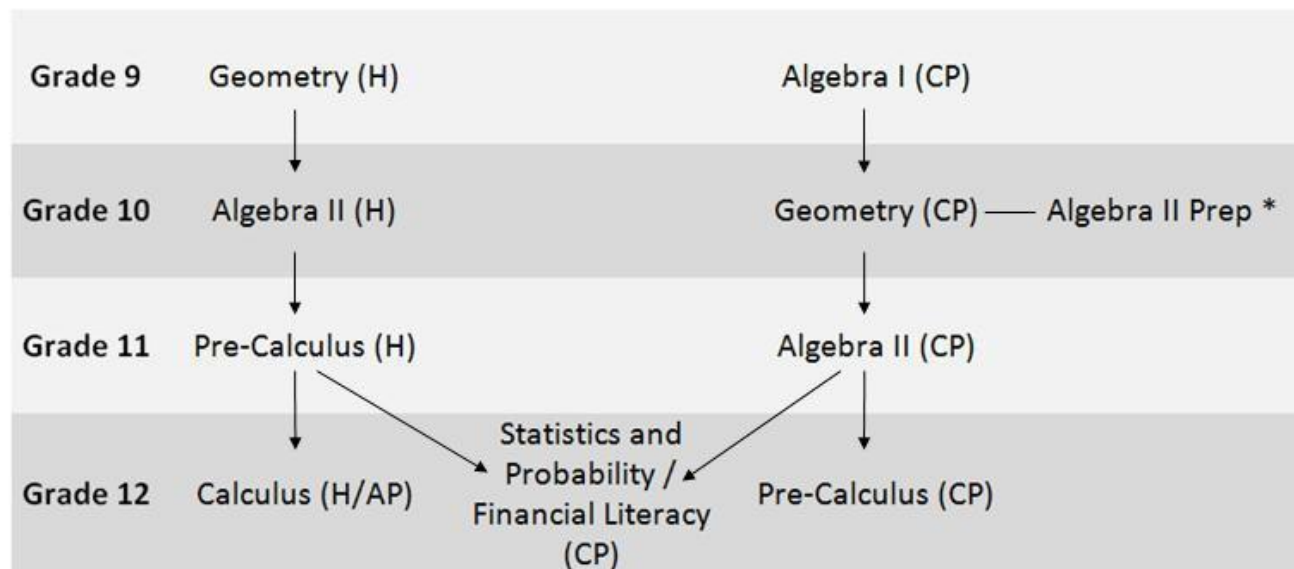
3 credits

This course is designed to offer the motivated student an opportunity to further explore his or her interest in a specific content area and to demonstrate proficiency through special projects. It is designed to develop problem solving skills, organizational ability, critical thinking, self-esteem, career development skills and interpersonal skills. Specific course topics and units are arranged by student /teacher conferences. Requirement: Application and teacher, counselor and Principal approval.

945 WOOD IVA: ADVANCED WOOD MANUFACTURING TECHNOLOGY

3 credits

This course is offered for students who have successfully completed three semesters of wood manufacturing course offerings. Working collaboratively, students will engage in design principles to plan and construct the finished project. Students will recall previous lessons and activities to design a practical fine woodworking project. Students will plan their selected project considering selection of materials, tools, machines and techniques. Students are encouraged to develop and apply problem-solving and decision-making practices during the context of their coursework. Emphasis will be placed on safe practices and quality of and pride in workmanship. Finally, as part of the total coursework, each student will construct a practical shop jig for use in the various shop activities and processes.



* Semester course taken concurrently with a full year math course

** Column change is possible with a teacher recommendation or waiver

As the impact of technology on our society continues to broaden, a foundation in and facility with mathematics will become increasingly necessary. For that reason, the Mathematics Department requires that each student complete four years of high school mathematics regardless of his or her plans after graduation. Success in mathematics courses depends upon the mastery of skills, understanding of basic concepts, development of problem solving skills, proper placement and adequate motivation. Homework is an essential element in all mathematics courses. It is expected that all students will spend sufficient time on the homework assignments not only to complete the homework but also to gain the necessary practice, skills and understanding of the material.

Sequence A

This sequence of honors level courses is designed for the student who has the ambition and ability to complete a challenging four year college preparatory program in mathematics. The student must be able to work and study on his/her own. Students are expected to maintain at least a “B” average or better to remain in this sequence.

Sequence B

This sequence of courses is designed for the student who has the interest and ability to complete a typical four year college preparatory in mathematics. Students in this sequence will take two math courses during one semester of both their sophomore and junior years to help support their math skills. The standard mathematics courses required by most colleges are offered in this sequence.

321 ALGEBRA II PREP

3 credits

This one semester course is required of all sophomores who are enrolled in CP Geometry in order to build on algebraic and geometric concepts. It has a quadratic emphasis which explores and reinforces such skills such as factoring quadratic expressions and solving quadratic equations by various methods. It also includes simplifying radical expressions and solving rational expressions, solving rational and polynomial functions and includes an introduction to the study of trigonometric functions.

301 ALGEBRA I**6 credits**

This course covers the entire Algebra I curriculum from arithmetic to quadratic concepts. Course work will include simplifying algebraic expressions and solving equations utilizing the properties and operations of real numbers, solving proportions, graphing functions and inequalities, analyzing forms and parts of linear equations, parallel and perpendicular lines, solving systems of equations by various methods, simplifying expressions with exponents, multiplying and factoring polynomials, solving and graphing quadratic equations, simplifying radical expressions, and solving radical equations, solving rational expressions and analyzing data and probability problems. Critical thinking in mathematics will be emphasized. *Graphing Calculator Recommended*

303 ALGEBRA II**6 credits**

Algebra II reviews and expands upon the topics covered in Algebra I. In this course, the students will learn linear and quadratic equations and inequalities in one variable, rational expressions and equations, radical expressions and equations, equations and the slopes of lines, systems of linear and quadratic equations and inequalities, and second and third degree polynomials. *Graphing calculator Required*

304 HONORS ALGEBRA II**6 credits**

This course is designed for students who have successfully completed Algebra I. In this course students will study linear and quadratic equations and inequalities in one variable, rational expressions and equations, radical expressions and equations, conics, systems of linear and quadratic equations and inequalities, second and third degree polynomials and logarithmic and exponential functions. *Graphing Calculator Required.*

Prerequisite: A grade of "C" or above in Honors Geometry. A grade of "A-" or above in Algebra I or Geometry.

305 GEOMETRY**6 credits**

Special emphasis is placed on developing skills in inductive and deductive reasoning through study of the basic structure of geometry. Solid geometry is integrated with plane geometry to lead students to the consideration of three-dimensional properties. Work will also include visualization, transformations, measurement, reasoning, proof, and similarity. Coordinate geometry is introduced to strengthen algebraic skills. Throughout the course students are offered supplemental preparation for the mathematics section of the MCAS.

306 HONORS GEOMETRY**6 credits**

This course is designed for students with a high interest and ability in mathematics. Students will study all conceptual levels of geometry. Work in visualization, transformations, measurement, similarity, and reasoning and proof, both deductive and inductive are included. Coordinate and transformational geometry are introduced. Throughout the course there is an emphasis on abstract and critical thinking.

Prerequisite: A grade of "A-" or above in Algebra I.

311 CP PRE-CALCULUS**6 credits**

This course is designed for students with a high interest and ability in mathematics. Topics include a survey of functions, graphing, trigonometry, analytical geometry, exponential and logarithmic functions and equations, vectors, matrices, polar coordinates, sequences, limits and series. Probability as it relates to variance and standard deviation is also included. This course will enable students to undertake the study of calculus. *Graphing Calculator Required*

308 AP CALCULUS**6 credits**

The intent of the course is to give students the chance to earn college credit while still in high school by teaching them the content defined for the College Board's Calculus AB advanced placement exam. Students should have a real desire to place out of the first semester of college calculus to help maintain their motivation throughout this very challenging course. Students are taught the concepts of single variable differentiation and integration,

applying these concepts to the solution of rigorous mathematical problems. This course is intended for students who have a thorough knowledge of analytic geometry, algebra, and elementary functions.

A grade of at least a B- in Honors Pre-Calculus is a prerequisite. There are also important prerequisites of attitude. Students should be ready to work hard both in and out of class, and they should be prepared to help each other master the material.

Graphing calculators are an essential tool for the course and are required on the AP Calculus exam. They will be used in class, on the homework, and on the tests. Consequently, students are required to have a graphing calculator and students are expected to bring it to each class session. Any graphing calculator approved for use on the AP Calculus test may be used. For a list see

http://apcentral.collegeboard.com/repository/ap06_calculator_polic_36720.pdf.

Prerequisite: A grade of "B-" or above in Honors Pre-Calculus.

352 HONORS CALCULUS

6 credits

This course presents an introduction to topics in calculus that will provide a useful foundation for later courses in college. The course will emphasize methods and applications and theory and proofs. Topics covered will include limits, derivatives as rates of change, differential equations, related rate equations, rectangular and trapezoidal approximation methods, definite and indefinite integrals, area under curves, volumes of rotation, data presentation, central tendency of data, standard deviation, regression analysis and the normal curve.

Prerequisite: A grade of "C" or above in Honors Pre-Calculus. A grade of "A-" or above in Pre-Calculus.

319 HONORS PRE-CALCULUS

6 credits

This course is designed for students with a high interest and ability in mathematics. Topics covered include an exploration of functions and their uses, including linear, quadratic, power, exponential and logarithmic functions, as well as systems of equations and inequalities. Other topics include vectors, matrices, polar coordinates, parametric functions, and conic sections, as well as a focus on trigonometry. There will be significant use of graphing calculators to solve problems, explore patterns, and define relationships, as well as a focus on the creation and demonstration of problem solving skills and methods. The course will end with introductory calculus concepts, including limits, derivatives, and integrals. This course will enable students to undertake the study of AP Calculus. Possession of a graphing calculator is required.

Prerequisite: A grade of "C" or above in Honors Algebra II. A grade of "A-" or above in Algebra II.

314 PROBABILITY, STATISTICS and FINANCIAL LITERACY

6 credits

This course will teach students the importance of statistics and financial literacy through the use of real world data and applications. This will include an introduction to statistics, as students will develop an understanding of the collection, organization, analysis, and interpretation of numerical data. Statistical content will include visual representations of data, measures of central tendency, variability, probability, standard deviation, and normal distributions. During the second half of the course, students will apply the skills learned to assist in the development of an understanding of the elements of living on your own in the "real world". Students will prepare to manage their income wisely, and to be smart consumers, informed tax payers, and valued employees. This course will touch upon the topics of budgeting, credit, credit cards, taxes, insurance, mortgages, and investments.

356 ADVANCED PROBLEM SOLVING / SAT PREP

3 credits

This course will offer students the opportunity to develop an understanding of problem solving strategies that can be used to solve challenging real world mathematical problems. Class time will be spent studying problems, discovering solutions, writing up solutions formally, and discussing the important ideas of each solution. Multi-step problems and ones that require more advanced critical thinking will be emphasized. Students will learn strategies for solving various problem types including those that will appear on standardized tests such as the SAT or ACT. All students are required to take this course during their sophomore or junior year.

SCIENCE

Advances in science and technology continue to dominate our changing world. Through a comprehensive curriculum based on an inquiry and investigative approach, the science program provides the students the opportunity to acquire the knowledge, skills and processes necessary to function in a technologically advanced society. Emphasis is placed on incorporating an interrelationship of science concepts with technological applications.

HULL HIGH SCHOOL SCIENCE DEPARTMENT **TYPICAL SEQUENCES BY GRADE**

	Grade 9	Grade 10	Grade 11	Grade 12
A	Intro Physics	Biology	Chemistry & AP Science Course	Physics & AP Science Course
B	Intro Physics	Biology	Chemistry	Physics or Science Elective
C	Intro Physics	Biology	Chemistry or Science Elective	Optional Science Course

Sequence A

This sequence of courses is designed for the student with outstanding ability and high interest and motivation in science and mathematics. The student must be able to work and study on his/her own. Students should follow this sequence only on recommendation of the science department, and they are expected to maintain at least a “B” average or better to remain in the sequence.

Sequence B

This sequence of courses is designed for the student who has the interest and ability to complete a typical four-year college preparatory program in science. The standard science courses required by most colleges are offered in this sequence.

489 INTRODUCTORY PHYSICS

6 credits

This is a student centered, activity-based course designed to introduce and develop a solid foundation of the physical world. This course is conceptual and mathematical, with an emphasis on conceptual physics. This course stresses experimental design, laboratory investigation, data collection and analysis through traditional or computer-based methods, critical-thinking skills, and problem solving. Topics include measurement, motion and forces, energy and momentum, heat, atomic structure, electricity and magnetism, and waves. This course prepares students for the Introductory Physics MCAS exam.

490 HONORS INTRODUCTORY PHYSICS

6 credits

This course is intended for advanced ninth grade science and math students. It is designed to serve as a solid foundation for students who will take honors biology, honors chemistry, and honors physics. This course is conceptual and mathematical, with an emphasis on mathematical physics. The course emphasizes the value of using experimentation to obtain evidence that leads to developing and understanding physical science concepts. Topics include measurement, motion and forces, energy and momentum, heat, atomic structure, electricity and magnetism, and waves. This course prepares students for the Introductory Physics MCAS exam.

Prerequisite: A grade of "B" or above in Grade 8 Science.

461 BIOLOGY

6 credits

This course is an introduction to the study of organisms. Topics include biochemistry, cell structure and function, Mendelian and molecular genetics, evolution, ecology and human body systems. Laboratory studies are made of the simplest cell through the most complex, multi-cellular organisms.

462 HONORS BIOLOGY

6credits

This course is designed for advanced science students. Topics include biochemistry, cell biology, cellular metabolism, genetics, evolution, and ecology. The course provides an opportunity for a laboratory investigative approach to the study of living things and an understanding of science practices. *Prerequisite: A grade of "C" or above in Honors Introductory Physics or "A-" or above in Introductory Physics.*

463 FOUNDATIONS OF CHEMISTRY

6 credits

This course is designed to improve physical science skills, in particular problem solving and critical thinking, as it delves into the role chemistry plays in the everyday lives of society. The course has been designed specifically for students who may have experienced difficulty in traditional science and/or math classes. The course introduces and develops a foundation for our chemical world focusing on the concepts of chemistry that include the atom and its structural history, nuclear chemistry, nomenclature, and chemical reactions.

464 CHEMISTRY

6 credits

This course provides students with a background in chemical concepts through lecture and laboratory experience during which students will gain an understanding of chemistry as a physical science, and the role chemistry plays in society and everyday situations. Concepts presented are similar to those in Honors Chemistry, yet developed at a level consistent with the students' mathematical ability. The laboratory centered approach places emphasis on the following concepts: atomic and molecular structure, chemical properties of elements and compounds, acids and bases, chemical reactions and chemical bonding.

465 HONORS CHEMISTRY

6 credits

This chemistry course is designed for advanced science students. The course emphasizes the basic concepts of chemistry including: atomic and molecular structure, types of chemical reactions, atomic theory and an introduction to organic chemistry. The mathematical relationships of chemistry are explored and the understanding of concepts is developed through inductive reasoning based on data gathered in the laboratory. Laboratory experiments are structured to help students develop critical thinking and problem-solving skills applicable to chemistry and, by extension, to other aspects of life.

Prerequisite: A grade of "C" or above in Honors Biology and Honors Algebra I/Geometry or "A-" or above in Biology and Algebra I/Geometry

466 PHYSICS-ADVANCED STUDIES

6 credits

This is a student centered, activity-based course designed to develop a solid understanding of physical principles. Students will design and complete projects in order to answer questions and solve problems. As part of this process students will analyze relevant data and information and engage in science-related discussions to make claims supported by evidence and reasoning.

467 HONORS PHYSICS-ADVANCED STUDIES

6 credits

This course is designed for highly motivated students with strong scientific interest and mathematical ability. It utilizes theoretical and physical models to promote the understanding of the physical concepts and mathematical relationships associated with Newtonian mechanics, energy, waves, and electricity and magnetism. Students will design and complete projects in order to answer questions and solve problems. As part of this process students will analyze relevant data and information and engage in science-related discussions to make claims supported by evidence and reasoning. A thorough understanding and facility in algebra, geometry, and trigonometry is essential.

Prerequisite: A grade of "C" or above in Honors Chemistry or Honors Biology and Honors Algebra II, OR "A-" or above in Chemistry, Algebra II.

492 ENVIRONMENTAL SCIENCE**3 credits**

Environmental science is the study of the interactions between natural and human systems. This is a one semester course designed for students to examine and understand the environment as a natural system in which humans are embedded. Topics include population growth, decline of ecosystem resources and services, global climate change, and loss of biodiversity. The three unifying themes of this course are sound science, sustainability, and stewardship.

Prerequisite: Successful completion of Introductory Physics and Biology.

470 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**9 credits**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course focus is on the “real science” behind environmental problems and issues. Laboratory and field study are an important element of the course.

Prerequisite: A grade of “B” or above in Honors Biology and Honors Chemistry or an “A-” or above in Biology and Chemistry.

471 ADVANCED PLACEMENT BIOLOGY**9 credits**

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course taken by biology majors during their first year. The main goals of AP biology are to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The course focus is on the appreciation of biology, and science, as a process. The three general areas of study include molecules and cells, heredity and evolution, and organisms and populations.

Prerequisite: A grade of “B” or above in Honors Biology and Honors Chemistry or “A-” or above in Biology and Chemistry.

476 ECOLOGY OF HULL**3 credits**

This course is designed to provide students with an understanding of the environment and history of Hull and the surrounding bioregion. Science topics include a study of Hull’s geology and the local ecosystem. Social studies topics include Hull’s geography and history (from settlement to the present). The goals of this course are to increase students’ understanding of the environment in which they live and their role in protecting that environment; provide students with a historical context of the Town of Hull and the Boston Harbor Islands; allow students to examine the causes and effects of Hull’s geography; allow students to analyze Hull’s demographic information looking for trends throughout the years, and develop in students a greater understanding of and appreciation for their community’s rich history and environmental uniqueness. Ecology is the study of the interconnected and interdependent relationships between organisms and their environment. Through experiential and field-based learning, this course encourages students to view their community as an ecosystem and to promote a sustainable relationship between students and their bioregion. The three unifying themes of this course are the physical, biological, and cultural landscape.

Prerequisite: Successful completion of Introductory Physics and Biology.

477 HUMAN BODY SYSTEMS I**3 credits**

This is a one semester course that introduces students to the dynamics of the human body. Topics of study include anatomical terminology, and a survey of human organ systems such as the integumentary, skeletal, muscular, nervous, and endocrine system. Organ and specimen dissection is an integral and required part of this course.

Prerequisite: Successful completion of Introductory Physics and Biology.

478 HUMAN BODY SYSTEMS II**3 credits**

This is a one semester course that introduces students to the dynamics of the human body. Topics of study include anatomical terminology, and a survey of human organ systems such as the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive system. Organ and specimen dissection is an integral and required part of this course.

Prerequisite: Successful completion of Introductory Physics and Biology.

494 INTEGRATED SCIENCE – STEAM

6 credits

This is a one year science elective course designed to develop a solid understanding of science and engineering practices through hands-on activities and student designed projects. The first half of the year students will gain an in depth understanding of science and engineering practices, disciplinary core ideas, and cross-cutting concepts. The second half of the year students will apply this knowledge to independently or collaboratively develop and conduct a scientific investigation that answers a question or solves a problem.

SOCIAL STUDIES

The Social Studies Department recognizes the effects of cultural diversity in history and society and strives to create an understanding of history's relevance and the importance of social studies in the process of developing active world citizens. Social studies is the study of social relationships in all their variations both past and present. It draws its substance from the disciplines of anthropology, economics, geography, government, history, sociology and psychology. The social studies program strives to develop independent thinking skills in students in order to help them make rational decisions consistent with basic democratic values in a rapidly changing world.

HULL HIGH SCHOOL SOCIAL STUDIES DEPARTMENT **TYPICAL SEQUENCES BY GRADE**

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
A	CP or Honors World History II	CP or Honors US History I	CP or Honors US History II or AP US History	Government And Economics or AP Government
B	CP or Honors World History II	CP or Honors US History I	CP or Honors US History II	Government and Economics

Sequence A

This sequence of courses is designed for the student who has the ambition and ability to complete a challenging four-year college preparatory program in Social Studies. In this course sequence, students who perform well enough in Grade 10 Honors US History I may elect to take AP US History in their junior year instead of Honors US History II and AP Government in their senior year.

Sequence B

This sequence of courses is designed for the student who has the interest and ability to complete a typical 4-year college preparatory program in social studies. This sequence provides courses that are most often required of students at the college level for satisfying social science or humanities requirements.

200 WORLD HISTORY II

6 credits

Students trace the unification of the nation-state in Europe and examine the Enlightenment, the French Revolution, and the economic and political roots of the modern world. Students will become familiar with the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. Class discussions will investigate the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Students will also examine the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Research, writing and presentation skills are an integral part of this course.

201 HONORS WORLD HISTORY II

6 credits

Students trace the unification of the nation-state in Europe, and examine the Enlightenment, the French Revolution, and the economic and political roots of the modern world. Students will become familiar with the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. Class discussions will investigate the causes and consequences

of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Students will also examine the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. There is an increased focus on reading and interpreting primary source documents, historical fiction, and secondary sources. Research, writing and presentation skills are an integral part of this advanced course. *Prerequisite: A grade of "B" or above in Grade 8 Social Studies.*

202 UNITED STATES HISTORY I

6 credits

Students explore the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students will examine the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Class discussion will focus on the basic framework of American democracy and concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students will also examine the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences and impact of the Civil War. Research, writing and presentation skills are an integral part of this course.

203 HONORS UNITED STATES HISTORY I

6 credits

Students explore the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students will examine the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Class discussion will focus on the basic framework of American democracy and concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students will also examine the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences and impact of the Civil War. There is an increased focus on reading and interpreting primary source documents, historical fiction, and secondary sources. Research, writing and presentation skills are an integral part of this advanced course. *Prerequisite: A grade of "C" or above in Honors World History II or "A-" or above in World History II.*

204 UNITED STATES HISTORY II

6 credits

Students analyze the United States in the post-Civil War era, Reconstruction, government interaction with the Native Americans and the settlement of the western frontier. Students will also examine the Industrial Revolution in America as well as the major influxes of immigration and the development of significant urban areas. Students will use critical thinking and problem solving skills during class discussions that focus on the cause and effect relationships between U.S. domestic and foreign policy. The causes and entry of the U.S. into World War II, the causes and course of the Cold War, the important economic and political changes during the Cold War, the Civil Rights movement, and recent events and trends that have shaped modern-day America will also be emphasized. Students will be expected to stay up to date with current events and reflect on their world today. Research, writing and presentation skills are an integral part of this course.

205 HONORS UNITED STATES HISTORY II

6 credits

Students examine the period beginning with Reconstruction of the United States and ending with contemporary affairs and domestic changes in the post 1945 period to approximately the 1990's. The course is designed to provide a comprehensive overview of U.S. History and to provide students opportunities to use critical thinking skills and factual knowledge to analyze the issues associated with this time period. While the course follows a chronological path, topics such as the status and rights of women, the civil rights of African-Americans and Native Americans, American political parties, and U.S. foreign policy will bridge and overlap chronological time periods. Students will be required to conduct active research on various topics and organize the information into well-developed papers. *Prerequisite: A grade of "C" or above in Honors United States History I or "A-" or above in United States History I.*

206 ADVANCED PLACEMENT HISTORY – UNITED STATES HISTORY 6 credits
Grades 11-12

This course provides students with the analytical skills and factual knowledge necessary to deal critically with a variety of topics and issues in American history. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essays and class discussions. Extensive reading and written work are required as is a summer reading program to prepare the student for the advanced work. *Prerequisite: A grade of “B” or above in Honors History or “A-” or above in History.*

208 PSYCHOLOGY 3 credits
Grades 10-12

This course is an introduction to the basic concepts, major theorists, different theoretical perspectives and research methods in psychology. The focus is on theories of personality, motivation, learning, intelligence, and emotions. General psychology is taught as a half-year course, emphasizing critical reading, outlining, essay and report writing and presentation of a relevant topic researched by the student. *Co-requisite: Sociology*

209 SOCIOLOGY 3 credits
Grades 10-12

Sociology is a study of human relationships. Students will receive a synopsis of the whole field of sociology: the social world, the social and cultural processes within the world, and the integration of these processes in relation to the individual, the group, and the institution. Students will also study the nature, scope, and effects of the major social problems of study and the theoretical and preventive measures to alleviate them. The course includes such problems as unemployment, urbanization, crime, juvenile delinquency, alcoholism, drug addiction, and disaster. Family problems include the aged, mentally ill, and special needs. A study of the family as a cultural unit, the institution of marriage, and the problems of parenthood and of socio-economic adjustments of society will be studied.

219 SOCIOLOGY OF THE HOLOCAUST 3 credits
Grades 10-12

This course is an analytical study of the sociology of the Holocaust, more specifically it will be a holistic analysis of events leading up to, including, and following the Holocaust. Students will use contemporary sociological theories to explain discrimination, racism, segregation, and genocide. This course emphasizes student research, presentations, group work and class discussions. Each student is responsible for maintaining a portfolio of his/her work which consists of book and movie reviews, research projects, and reflective journal writing. Primary source documents are used extensively and students are encouraged to be directly involved in all aspects of the course: design, discussion leadership, peer and self-assessment.

280/282 HONORS/CP AMERICAN POLITICS AND GOVERNMENT 3 credits
Grade 12

This is a one-semester social studies capstone class for seniors. The focus of this course will be economics and government, but it will be combined with much needed knowledge for the post high school experience. Some of the areas of knowledge necessary for survival (beyond government and economics) for a Hull High graduates are personal finance, civic responsibility, economic responsibility, community action, global action, life skills (resume, loans, credit cards etc.) and the ability to understand and actively participate in current events.

207 ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS 6 credits

This is an Advanced Placement course designed to provide college-level work to highly qualified seniors. This course emphasizes concentrated study in the foundations, historical development and current workings of the American government and political systems. Students will work from a college-level textbook, supplementary reading material and primary source documents. Students will be required to read new sites in order to demonstrate awareness of current events. Throughout the year, students will be responsible for presenting to the class various aspects of the American political system. The chief goal of this course is to prepare students for the

Advanced Placement exam in United States Government and Politics, which they must take in order to earn AP credit on their transcript.

281/282 HONORS/CP AMERICAN ECONOMICS

3 credits

Grade 12

This is a one-semester social studies capstone class for seniors. It is a continuation of the material covered in American Politics and Government.

214 STREET LAW: INTRODUCTION TO THE LEGAL SYSTEM

3 credits

Grades 11-12

This course provides a practical understanding of law and the legal system that will be of use to students in their everyday lives. Course content includes the fundamental principles and values underlying the U.S. Constitution, state and federal laws, and the American legal system. Through class activities, students will increase their proficiency in critical thinking and reasoning, communication, observation and problem solving

217 WORLD HISTORY THROUGH FILM

3 credits

This class will begin with the study of the basic understanding of film studies and then work its way into analyzing exceptional films from around the world. The goal is to actively engage students in the study and enjoyment of film and all that it has to teach us. This means that the course will not just be watching films; rather students will actively be engaged in the concepts, themes and debates that encompass world history. This approach will cover many avenues of academic engagement such as; debates, research projects, presentations, essay writing and will end with the students making a film of their own.

218 AMERICAN HISTORY THROUGH FILM

3 credits

The average students in today's world are visual learners. What this means is that the average person digests the majority of his or her information through visual media outlets. Profound movies have been made encompassing historical events, as well as the themes that drive American history and philosophy. This means that the course will not just be watching films; rather students will actively be engaged in the concepts, themes and debates that encompass American history. This approach will cover many avenues of academic engagement such as debates, research projects, presentations, essay writing and will end with the students making a film of their own.

219 WORLD CULTURES AND RELIGIONS

3 credits

This course is an exploration of major cultures and religious beliefs around the world. It is designed to introduce the student to the concepts of culture in human experience and how religion and belief systems are reflective of culture. What culture is, how it develops, how it changes, and how it is transferred in time and space, and its power to influence our lives and events are some of the main topics examined. Because of the substantial influence of religion on human cultures and history, understanding major world religions will also be a focus of the course. Such topics as the role of family, language, art, political ideologies, government types, gender roles, work, status and rank, war, and children are also examined.

220 HUMAN GEOGRAPHY

3 credits

Human geography is a broad and dynamic domain that reflects the developments and conditions in the contemporary world. This introductory course will introduce students to several subfields of study, including population, urban, economic, cultural, and political geography, as well as fundamental geographic concepts. The central concern of the course is the analysis of the relationship between society, place and space. It focuses on social, economic, political, cultural and human-environment processes and patterns and how they change over space and time. The course aims to engender a critical geographical perspective on the past, present and future development of the social world.

STUDENT SERVICES

SPECIAL EDUCATION

Special Education Services at Hull High School are designed to help a student make effective progress in regular education. In order to qualify for special education services, a child must meet the following criteria (as determined by a Special Education TEAM):

- have a disability
- not be making effective progress due to the disability
- require specially designed instruction to make effective progress, and/or
- require related services to access the general curriculum.

Students with disabilities are provided with specially designed instruction as indicated on their Individualized Education Program (IEP). The IEP is designed for each eligible student by the school-based special education team. The individual student is included in team meetings when the student is fourteen years of age or older. The IEP is reviewed on an annual basis, with three-year re-evaluation of eligibility occurring on a three-year cycle. Some students with disabilities may qualify for accommodations in the classroom through a 504 plan.

Special education and content teachers work together to provide students with the specific skills needed for academic success and to acquire the expected content knowledge. These services may include one or more of the following: consultation with teachers, parents and specialists; scheduled time in study skills or academic support classes; speech/language therapy, occupational/physical therapy, in-class support, individual or group counseling, and/or placement in TIDES Program.

725 STRATEGIES FOR LEARNING

6 credits

Strategies for Learning is a course for students who are identified as needing improvement in their study skills and time management. The course places an emphasis on reading, writing, and math skills, organization, and test taking strategies. Students will become aware of their own learning style and develop new strategies for learning. *Prerequisite: Placement by the Student Intervention Team, a guidance counselor, or Individualized Education Program (IEP)*

007 TEACHING INDEPENDENCE & DECISION MAKING THROUGH EDUCATIONAL SUPPORTS (TIDES)

Program Goal: The TIDES Program is a small therapeutic program within Hull High School. The goal of the program is to afford students with an emotional disability full access to the general curriculum in the least restrictive environment within their community.

Program Description: This program provides a flexible integrated learning program for students who have an emotional disability, as well as learning disabilities that impact his/her ability to independently and successfully access the general curriculum. These students have challenges that require a need for ongoing and/or intensive behavior intervention and ongoing regular curriculum modifications and consultation. Students have access to clinical staff as needed and are required to participate in a weekly social skills group. Students are fully and/or partially integrated into the regular education classroom (as determined by their behavior and emotional needs). Students receive academic support from a special education teacher in a small therapeutic, safe environment that stresses functional behavior management. TIDES students will be required to follow a behavioral intervention plan if deemed necessary by staff.

Pre-requisite: Individualized Education Program (IEP) and TIDES Placement Page.

009 TEAM BASED LEARNING (TBL)

6 credits

Program Goal: The goal of TBL is to include students in regular education classrooms and in activities beyond the school day at Hull High School as often as appropriate for the individual student. The program affords students with significant needs full access to the general curriculum in the least restrictive environment within their community.

Program Description: The TBL program is able to meet each student's Individualized Education Program (IEP) goals by providing specific individualized instruction which is cumulative and sequential, based on the student's abilities and needs. TBL provides a flexible, integrated learning environment for students with a range of significant needs that impact their ability to independently and successfully access the general curriculum. Students in the program have challenges that require a need for individualized ongoing and/or intensive interventions and ongoing regular curriculum modifications. Students are fully and/or partially integrated in the regular education classroom as appropriate for the student. The TBL teacher provides opportunities for success in the regular education classroom and in the TBL classroom. In the inclusion classroom special education staff is present to provide support services as outlined in each student's IEP. This may include: implementing behavior intervention plans, data collection, providing accommodations, modifying curriculum/assignments including assessments and homework, collaborating with the regular education classroom teacher to design modifications and communicating with families and team members.

Pre-requisite; Individualized Education Program (IEP) and TBL Placement Page.

SATELLITE PROGRAM

Program Goal: The Satellite Program is a small, therapeutic program in an alternative setting at Hull High School. The Satellite Program services students who have not found success accessing the general curriculum through special education programs at Hull High School, including, but not limited to, the TIDES program. The goal of the Satellite Program is to meet each student's individual educational and emotional needs, and promote each student's ability to successfully transition to post-secondary school or career experiences in the least restrictive environment within the community.

Program Description: This program provides a flexible, integrated learning program for students who have an emotional disability, as well as learning disabilities that impact his/her ability to independently and successfully access the general curriculum. These students have challenges that require a need for ongoing and/or intensive behavioral or emotional intervention, as well as ongoing regular curriculum modification and consultation. Students have regular access to clinical staff, as well as special education service providers, that work in a continuum in order to transition students into the least restrictive environment. Students receive academic support from a special education teacher and complete courses online in a small, therapeutic, safe environment that stresses emotional regulation and fosters academic success. Satellite Program students follow expectations outlined in the Hull High School handbook, as well as expectations outlined by program staff.

Prerequisite(s): Individualized Education Program (IEP) and Satellite Placement Page

INTERNSHIP PROGRAM

780 / 781 INTERNSHIP

3/6 credits

This opportunity is open to juniors and seniors who are in good standing and are seeking an onsite job experience in an area where they have potential career interest. The student must be in the process of exploring a potential career pathway and will be required to develop a learning plan, which will be shared with the employer. The learning plan identifies a statement of purpose for the internship, time requirements for the student, specific learning objectives, and internship outcomes. Prospective interns must have their own transportation to and from the job site and have gone through an acceptable interview with the prospective employer. Interns may not receive financial compensation if they are to be awarded school credit. While this course may apply toward graduation requirements, it will calculate as a CP level class for the purposes of GPA. *Prerequisite: A written contract signed by the student, parent/guardian, guidance counselor, and employer/mentor AND approved by the Principal prior to the start of the intern experience. A student working towards a Level B diploma may also participate in the internship program.*

WELLNESS AND PHYSICAL EDUCATION

The goal of personal wellness is to allow students to view health issues from a holistic perspective in which all interrelated aspects of human growth are considered: physical, emotional, social and cognitive. Course work provides students with the knowledge and the opportunity to explore ways to take positive actions towards their own health and wellness and to develop skills that will allow them to resist peer pressure, to resolve conflicts and to manage stress effectively. In addition, the physical education program helps students to meet the physical demands of everyday life and provides opportunities to develop self-confidence, initiative and leadership characteristics.

Wellness and Physical Education electives are offered to all grades for the purpose of promoting the physical well being of students. Physical education classes are coeducational. Students are required to participate in class wearing appropriate attire for physical/athletic activity (shorts or sweatpants, T-shirt or sweatshirt, sneakers and socks). Students should also be prepared for outdoor activities in cooler weather (i.e., sweatshirt or jacket).

The goals of the Wellness and Physical Education Department are the following;

1. Expose students to a diverse number of sports and fitness activities in an effort to help students develop muscle power, improve motor skills and coordination
2. Reinforce students' understanding of team play and team strategy
3. Help students develop an ongoing lifetime interest in physical fitness
4. Assist students in learning to accept, respect, and appreciate the differences and abilities of self and others.

Although classes are skill-based, students are not evaluated according to how well they compare with other students. Assessment is based on effort, cooperation, willingness to be an active participant, and striving for individual improvement with respect to skills competence.

925 / 926 WELLNESS

3 credits

Wellness is a required subject in all grades for the purpose of promoting healthy lifestyles and the physical well being of students. This course offers students instruction in physical education, physical fitness, and units on important health topics. Health topics will include, but are not limited to, alcohol and drug education, relationships, disease prevention, human sexuality, nutrition, and practical lifestyle skills. Overall, the purpose of Wellness is to provide students with information that will have a positive influence upon their personal wellness now, as well as choices made later in life.

911 TEAM SPORTS

3 credits

Activities will include a variety of team sports including, but not limited to: basketball, floor hockey, field hockey, lacrosse, soccer, football, ultimate frisbee, softball, and volleyball.

912 LIFETIME ACTIVITIES

3 credits

Activities will include individual and team activities that will promote life-long healthy lifestyles including, but not limited to, badminton, racquetball, archery, golf, bowling, horseshoes, bocce, table tennis, and dance.

913 FITNESS TRAINING

3 credits

Activities will include individual and group activities that promote the components of personal physical fitness, such as speed, cardiovascular endurance, flexibility, muscular strength, muscular endurance, balance, body composition, agility, and power.

915 YOGA

3 credits

Activities will include yoga activities that are appropriate for all levels of experience. Yoga benefits include, but are not limited to, flexibility, muscular strength and muscular endurance.

916 PHYSICAL EDUCATION & FITNESS

3 credits

Activities will include individual and team activities in fitness training, sports, games, and lifetime activities.