PRINCIPAL’S MESSAGE

Dear Students and Parents:

Welcome to Walpole High School. Our school has a long, rich tradition of excellence and achievement in its scholastic, cultural, and artistic programs, as well as co-curricular and extracurricular activities. We are especially proud of our unique ability to combine an educational program that is challenging and comprehensive with a school environment and philosophy that is caring, supportive, and concerned with the personal welfare and success of each of our students.

This Program of Studies Handbook is intended to provide important information about our curriculum and educational requirements. It is an essential tool to assist you in making appropriate decisions, not only for next year’s academic schedule, but in a very real sense, for the long-term future as well. I urge you to read this booklet carefully and to familiarize yourself with Walpole High School’s educational offerings, policies, and expectations. Our school’s graduation requirements are designed to provide every student with a rigorous and comprehensive scholastic experience. This makes the course selection process something that should be approached in a serious and very thoughtful manner.

Our guidance counselors, teachers, and administrators are ready to work closely with you to develop a program that is well matched to each student’s individual goals and abilities. Our objective is to provide the graduates of Walpole High School with the knowledge, skills, and understandings necessary to become productive and responsible members of our society, and our increasingly complex and competitive world.

On behalf of the entire faculty and staff of Walpole High School, I would like to extend to you every good wish for success and happiness in the school year ahead.

Sincerely,

Stephen Imbusch
Principal
TABLE OF CONTENTS

DISTRICT MISSION STATEMENT ........................................................................................................... 1

INTRODUCTION ....................................................................................................................................... 1

COUNSELING SERVICES .......................................................................................................................... 1

GRADUATION REQUIREMENTS, CREDITS, CLASS RANK & GPA ..................................................... 2

GRADUATION REQUIREMENTS ................................................................................................................ 2

GRADUATION ............................................................................................................................................... 4

SELECTING COURSES ............................................................................................................................. 4

REMOVAL FROM AP, HONORS, AND "WAIVER" COURSES ...................................................................... 6

GENERAL INFORMATION ........................................................................................................................... 7

ART .............................................................................................................................................................. 10

BUSINESS PROGRAM .............................................................................................................................. 16

ENGINEERING & TECHNOLOGY PROGRAM ......................................................................................... 18

ENGLISH .................................................................................................................................................... 23

FOREIGN LANGUAGE ................................................................................................................................. 33

HEALTH & FITNESS PROGRAM ............................................................................................................... 47

MATHEMATICS ......................................................................................................................................... 49

MEDIA ......................................................................................................................................................... 57

MUSIC PROGRAM ...................................................................................................................................... 60

SCIENCE PROGRAM ................................................................................................................................... 64

SOCIAL STUDIES PROGRAM ....................................................................................................................... 74
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIAL EDUCATION</td>
<td>82</td>
</tr>
<tr>
<td>CAREER AND EDUCATION</td>
<td>84</td>
</tr>
<tr>
<td>TEC OFFERINGS</td>
<td>86</td>
</tr>
<tr>
<td>TECCA OFFERINGS</td>
<td>86</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>87</td>
</tr>
<tr>
<td>NOTES:</td>
<td>91</td>
</tr>
</tbody>
</table>
DISTRICT MISSION STATEMENT

| Mission Statement | Walpole Public Schools educates all students to achieve excellence. |

Guiding Beliefs

*We believe...*
- all students want to learn;
- all students can learn and be successful;
- all students have talents and abilities;
- learning is a life-long process;
- it is our responsibility to prepare our students to be successful members of a global society;
- student success is a shared responsibility among students, families, school, and community;
- high expectations supported by quality instruction are integral to student achievement;
- all students and staff deserve a safe, secure, nurturing, and respectful learning environment;
- The needs of our students guide planning and practice;
- Effort, perseverance, and responsibility, are fundamental to success;
- it is our responsibility to be good stewards of the resources provided by the community;
- It is our responsibility to provide students with opportunities to develop skills, broaden their interests, and make informed decisions;
- it is our duty to embrace new technology and give students the tools they need to succeed in the 21st century;
- it is our responsibility to provide an environment that engages and motivates students and staff to learn; and
- it is important to respect and support our community’s growing diversity.

It is important to recognize and respect our community’s growing diversity.

DISTRICT VISION STATEMENT

| Vision Statement | The Walpole Public Schools strives to be a diverse learning community that empowers students and staff to maximize their full potential. Our professional and caring staff is committed to providing a rigorous education to ensure our students reach their own level of excellence. Through a collaborative partnership with community and families, Walpole Public Schools educates all our students to become responsible citizens and life-long learners. To reach these goals, the Walpole Public Schools provides students with the tools they need to succeed in a complex global society. We challenge every student to master a rigorous curriculum taught by |

...
highly qualified, enthusiastic, and inspirational educators. We embrace innovation and technology, and we provide the facilities to support learning. Our students have the 21st century skills that enable them to be effective communicators, critical and creative thinkers, and problem-solvers. The Walpole Public Schools is a positive and safe learning environment where students' well-being and success are valued. We are committed to maintaining our role as a leader in public education at the local, state, and national level.

WALPOLE HIGH SCHOOL MISSION STATEMENT

The mission of Walpole High School is to foster learning through a collaborative process that engages students, educators, and the community. This endeavor provides opportunities for students to acquire knowledge and to develop skills in order to achieve academic and personal goals. Expectations:

I. All Walpole High School students are expected to:
   A. Take the most challenging and appropriate academic program to fulfill the requirements stated in the Program of Studies in order to:
      • read critically
      • think logically and analytically
      • communicate effectively through oral and written expression
      • develop effective study skills
      • become problem solvers and decision makers
      • incorporate current technology into their educational experiences
   B. Behave according to the guidelines stated in the Walpole High School Student-Parent Handbook and in each teacher's Classroom Management Plan. Furthermore, students are to:
      • show respect for themselves as well as for all members of the community
      • work in cooperation with others
      • work hard and dedicate themselves to their academic and social responsibilities
      • explore educational and career opportunities
      • participate in intellectual, cultural, artistic, and physical activities

II. The Walpole High School faculty and staff are expected to provide an environment conducive to student academic achievement and social development. To accomplish this, Walpole High School teachers will:
   • recognize the individuality of every student
   • encourage student inquiry, independent and creative thinking, and love of learning
   • engage in continual professional development
   • maintain high expectations for student achievement
include a student-centered approach to instruction
recognize and accept the different ways in which students learn
prepare students for living in a culturally diverse, global society

III. The Walpole High School Community is expected to provide an environment conducive to student academic achievement as well as social developments. The Community will:
• maintain facilities and resources to support the highest educational standards possible
• provide sufficient staff to insure high quality instruction
• provide programs that meet the needs of all students

IV. The Walpole High School faculty and staff are expected to provide an environment conducive to student academic achievement and social development. To accomplish this, Walpole High School teachers will:
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V. The Walpole High School Community is expected to provide an environment conducive to student academic achievement as well as social developments. The Community will:
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• provide sufficient staff to insure high quality instruction
• provide programs that meet the needs of all students

DEFINITIONS OF ACADEMIC EXPECTATIONS

Read Critically
For the expectation that the student will read critically, the definition states that students will:
• read for meaning
• identify the main idea of passage
• recognize and remember key ideas
• cite evidence to support a position or point of view
• draw valid conclusions from data studies
• judge the adequacy of information for a specific purpose

Think Logically and Analytically
For the expectation that the student will think logically and analytically, the definition states that the students will:
• support a position using clear and valid reasoning
• determine a specific conclusion derived from general principles (deductive reasoning)
• conclude general principles from specific examples and past experiences (inductive reasoning)
• recognize, identify, and explain patterns and relationships in oral and written expression

**Development of Communication Skills**
For the expectation that the student develop communication skills, the definition states that students will:
• communicate via oral and written expression with clarity, purpose, precision, and understanding of audience
• actively listen and respond to various forms of communication
• use a variety of communication forms and a wide range of communication strategies

**Development of Effective Study Skills**
For the expectation that the student will develop effective study skills, the definition states that students will:
• demonstrate efficient study skills by managing time and resources effectively
• apply learned skills to demonstrate knowledge
• develop strategies and/or methods that will directly enhance ability to comprehend and remember information
• demonstrate participation skills that enhance learning

**Problem Solving and Decision Making**
For the expectation of problem solving and decision-making, the definition states that students will:
• identify specific problems to be resolved
• develop a plan to solve the problem
• apply existing knowledge to solve problems with different parameters
• decide appropriate pathways to solve problems
• evaluate the validity of results

**Use Current Technology Effectively**
For the expectation that the student will use current technology effectively, the definition states that students will:
• understand the nature and operation of computers
• apply basic productivity tools such as word processors, databases, and spreadsheets
• locate, evaluate, collect, and process information from a variety of electronic sources
• apply technology specific to different curriculum areas
• use current technology responsibly and with understanding of issues around ethics and safety of electronic media

**Explore Educational and Career Opportunities**
For the expectation of exploring educational and career opportunities, the definition states that students will:

- explore post-secondary educational opportunities
- explore post-secondary career opportunities

**Participate in intellectual, cultural, artistic, and physical activities**

For the expectation that the student will participate in intellectual, cultural, artistic, and physical activities, the definition states that students will:

- participate in curricular, co-curricular, and/or extracurricular intellectual programs
- participate in curricular, co-curricular, and/or extracurricular cultural programs
- participate in curricular, co-curricular, and/or extracurricular artistic activities
- participate in curricular, co-curricular, and/or extracurricular physical activities

**ACCREDITATION STATEMENT**

Walpole High School is accredited by the New England Association of Schools and Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality regularly applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course of program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution’s accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association ([http://www.neasc.org/](http://www.neasc.org/))

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON PUBLIC SECONDARY SCHOOLS
209 BURLINGTON ROAD, SUITE 201
BEDFORD, MA  01730-1433
PHONE 781-271-0022  FAX 781-271-0950
INTRODUCTION

COUNSELING SERVICES

The School Counseling Department’s goal is to provide all students with timely and appropriate academic assistance and support, to supply them with the college and career information necessary for effective decision-making, and to provide personal counseling as it relates to school performance.

Students are seen by their school counselor in both individual and group meetings. The freshman program assists students with the transition to high school, providing valuable information and strategies to help them perform to the best of their ability. The sophomore program focuses on careers and interests, culminating with the Career Exploration program. In January of the Junior Year, counselors work with students regarding post high school planning. During the senior year, the focus is on the college selection/application process.

School counselors also provide support/assistance with a student’s personal, as well as academic, needs and interests. Students and parents are encouraged to contact their counselor with any questions or concerns.

SCHOOL COUNSELORS AND THE COURSE SELECTION PROCESS

The course selection process is important. This Program of Studies contains a great deal of useful information; please read it carefully.

School counselors will help students plan their high school program. Because some courses are available only to students in grades 11 and 12, and because courses may have guidelines or prerequisites, students will need to plan ahead carefully.

Counselors will help students:

a) assess their interests, strengths, and aptitudes.

b) plan for after graduation. Students may need to take specific courses to prepare for college entry requirements, for example, or to enter a chosen career immediately after high school.

c) develop their potential as much as possible and in as many areas as possible. High school years are a time to stretch and to expand horizons in order for students to find out about themselves and the world around them.

d) explore personal career interests. Counselors administer a career interest inventory in the tenth grade seminar to help students identify their interests, abilities and strengths.
### GRADUATION REQUIREMENTS, CREDITS, CLASS RANK & GPA

<table>
<thead>
<tr>
<th>GRADUATION REQUIREMENTS</th>
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<tbody>
<tr>
<td><strong>ENG</strong> - 4 years (To include Fr, So, Jr, &amp; Sr English)</td>
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</table>
| **MAT** - 3 years (To include the completion of Algebra 2  
Students are recommended to take a 4th year of math  
Students on an E.P.P. are required to take a 4th year of math) |
| **SCI** - 3 years (To include one life science and one physical science) |
| **SST** - 3 years (To include the completion of World History and U.S. History I & II) |
| **FLA** - 1 Year (Students are recommended to take at least 2 years of the same language) |
| **WEL** - 1 semester of Health and 1 semester minimum of Physical Education  
(* see below) |
| **NC-E** - 3 years (Students are encouraged to select from at least two different elective groups)  
(See groups on next page) |

**CREDIT REQUIREMENTS: 115 CREDITS**

The chart above reflects the minimum requirements for Walpole High School graduation. Please note that certain institutions of higher learning recommend additional courses for admission. Some students may also enroll in additional courses for personal success and/or interest.

In addition to the requirements set by the Walpole School Committee, the Commonwealth of Massachusetts requires that students receive passing scores in the English Language Arts, Mathematics, and Science portions of the MCAS tests in order to receive a high school diploma. Students who do not pass the tests have several opportunities to retake the tests. Students earning below Proficient on the English Language Arts and/or Mathematics exams are subject to the regulations of an Educational Proficiency Plan. Please see [http://www.doe.mass.edu/ccr/epp/qa.html](http://www.doe.mass.edu/ccr/epp/qa.html) for further information on this state requirement.

**PHYSICAL EDUCATION**
All students must enroll in and pass a minimum of 1 semester of physical education, unless the physical education requirement is waived by submission of a physician’s certificate.

Over and above the 1 semester requirement in the chart above, all students must enroll in and pass a minimum of 1 semester per year of physical education, unless a student enrolls in a seventh full credit course, or a course required by their I.E.P.
## NON-CORE ELECTIVE GROUPS

<table>
<thead>
<tr>
<th>Technology &amp; Engineering</th>
<th>Business</th>
<th>Performing Arts</th>
<th>Fine Art</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing Technology</td>
<td>Accounting I, II</td>
<td>Concert Choir</td>
<td>Printmaking &amp; Mixed Media</td>
<td>Digital Film-Making I, II</td>
</tr>
<tr>
<td>Advanced Manufacturing Technology</td>
<td>Entrepreneurship</td>
<td>Women’s Choir</td>
<td>Advanced Strategies In Drawing and Painting</td>
<td>Advance Digital Film</td>
</tr>
<tr>
<td>Construction Technology</td>
<td></td>
<td>Men’s Choir</td>
<td>Painting</td>
<td>Digital Media Applications</td>
</tr>
<tr>
<td>Technical C.A.D.</td>
<td></td>
<td>Band</td>
<td>Alternative Approaches In Drawing and Painting I, II</td>
<td>Journalism I, II, III</td>
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<tr>
<td>Architectural Design</td>
<td></td>
<td>Orchestra Strings</td>
<td>Drawing and Painting III/Senior Investigations</td>
<td>Yearbook</td>
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<tr>
<td>*Product Design &amp; Analysis</td>
<td></td>
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<td></td>
<td>Yearbook</td>
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<tr>
<td>*Energy Systems</td>
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<td></td>
<td>Television Production</td>
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<tr>
<td>Electronics</td>
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<td>Advanced Television Production</td>
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<tr>
<td>Robotics</td>
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<tr>
<td>Advanced Robotics Honors</td>
<td>Marketing</td>
<td>Jazz Ensemble</td>
<td>Ceramics and Sculpture I, II, III</td>
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<tr>
<td>Engineering Design</td>
<td></td>
<td>Music Theory And Composition</td>
<td>Design I, II, III</td>
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<tr>
<td>Engineering Design Honors</td>
<td></td>
<td>Piano Lab</td>
<td>AP Studio Art: Drawing</td>
<td></td>
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<tr>
<td>A+ Certification</td>
<td></td>
<td>Advanced Piano Lab</td>
<td>AP Studio Art: 2D Design</td>
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<tr>
<td>Computer Programming</td>
<td></td>
<td>Music In Everyday Life</td>
<td>AP Studio Art: 3D Design</td>
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<tr>
<td>Web Design</td>
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<tr>
<td>*can count for either non-CORE elective or Science requirement</td>
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### CERTIFICATE OF ATTAINMENT

Students who have failed to meet the requirements of the Massachusetts Curriculum Assessment System (MCAS), but who meet all local graduation requirements, may be granted a Certificate of Attainment if the following conditions have been met. The student seeking the Certificate of Attainment must meet the following criteria:

- Have taken the MCAS exam at least three (3) times prior to their June graduation date;
- Have attended school for at least one hundred & sixty two (162) days per year or ninety percent (90%) attendance;
- Have passed their courses and completed all other local graduation requirements.
GRADUATION

1) To be eligible for graduation from Walpole High School, a student must have completed all the requirements listed in the graduation requirements table and passed a minimum of twenty five (25) credits during their senior year.

2) The Massachusetts Department of Education requires students to pass the MCAS examinations as a prerequisite for graduation.

3) Graduation Requirement Waivers - Should a student seek to waive any of the graduation requirements, the following procedures must be followed:
   i) Submit a letter to the principal stating:
      (a) the reason why the waiver should be granted
      (b) the course, which would replace the waived requirement
   ii) Submit a letter from the student’s parent/guardian stating his/her opinion of the request.
   iii) Submit a letter from the student’s guidance counselor indicating his/her reasons for supporting the request.
   iv) An interview will be held with the building principal, a faculty member, and the guidance director.

COURSE REQUIREMENTS

All students must be enrolled in 32.5 credits in order to have a complete academic program. A full year course is one that offers five (5) credits, semester courses offer 2.5 credits.

CREDITS

Credits will be awarded for courses upon successful completion as indicated in the course listings contained in the Program of Studies.

CLASS RANK

Walpole High School does not calculate and report individual class rank on the high school transcript, rather a student is ranked by decile.

GRADE POINT AVERAGE (GPA) CALCULATION

Grade Point Average (GPA) is tabulated according to a 4 point weighted system. Courses at WHS are grouped in four levels and will be given differing weights in the computation of grade point average.

SELECTING COURSES

We recommend that students plan their program for the four years of high school. A good program is one that provides appropriate challenge and balance. While each course may be individually appropriate, the whole program may be too demanding or not challenging enough. It is important to have balance among courses in different subjects and to select courses in areas of established interest and in new areas that broaden students’ horizons.

It is best to start with a basic program which includes subjects/courses required for
graduation and which prepare for students’ plans after graduation. However, please pay careful attention in planning for electives.

**COURSE LEVEL DESIGNATIONS**

Academic courses at Walpole High School are classified according to five levels of scholastic expectations. Descriptions of these five levels are outlined for your reference. The purpose of leveling courses is to allow parents and students the opportunity to know, before selecting a course, the kinds of academic demands that will be made and to provide an equitable system for computing class rank. Leveling allows us to better address the educational needs and abilities of each student.

**ADVANCED (AP)** Accelerated, highly challenging courses designed to prepare students for the national Advanced Placement Examination. Curriculum is based on the AP syllabus. Students are required to take and pay for the AP Examination.

**HONORS (H)** Intended for students who have demonstrated talent and high achievement in previous courses in that same subject area. The pace is very challenging and academic expectations rigorous. Students must have demonstrated capacity to work independently and do research. Class work, homework, etc. are very demanding.

**COLLEGE PREP 1 (CP1)** Designed to challenge students who have demonstrated above average achievement in previous courses in the same subject area. These courses require that students have high interest and strong academic skills.

**COLLEGE PREP 2 (CP2)** Intended for students who have demonstrated average achievement in previous courses in the same subject area. Courses are designed to develop a thorough understanding of the fundamentals of the subject and the application of concepts. Homework is regularly assigned.

**COURSE PREREQUISITES/WAIVERS**

Meeting academic prerequisites is required to ensure adequate preparation for continuing study in certain subject areas. Prerequisites are not intended to arbitrarily restrict students from certain courses, but rather to direct students to courses in which they can make more satisfactory progress. Students will not be permitted to enroll in any course for which they have not met the prerequisite.

Waivers of prerequisites can be made only by the high school principal and will be granted only in cases of extenuating/extraordinary circumstances. Should the waiver of a prerequisite be sought, it must be submitted on the “Academic Waiver Request Form”. If space is limited, priority will be given to those students who meet the prerequisites. Please see your high school guidance counselor for further information. Students who are granted an Academic Waiver must remain in the requested course until October 15th. At the conclusion of each term, the guidance counselor will evaluate the student’s progress.
Grades below seventy-five percent (75%) for the first marking quarter may, with teacher recommendation, result in the student's removal from the waived course. A student whose grade is below eighty percent (80%) for two (2) consecutive quarters may, upon recommendation of the teacher, be moved from the course.

**REMOVAL FROM AP, HONORS, AND "WAIVER" COURSES**

A. **Probation:** one marking quarter grade 75-79%.
B. **Removal:** one marking quarter below 75% and teacher recommendation.
C. **Removal:** two marking quarters below 80% and teacher recommendation.

**COURSE CHANGES**

Allocation of staff, rooms, and the number of sections offered of each course are determined by the number of student requests received for a specific course. Students should understand the importance of selecting an appropriate academic schedule that interests and challenges them. Additionally, course changes present a significant disruption to teaching and learning. That said, students are committed to remain in the courses they request for the entire year, or in the case of semester-based courses, for the entire semester. We do, however, understand that on occasion extenuating circumstances exist that require a course change request to be considered. A change request made due to poor attendance, tardiness, inadequate class participation, failure to do homework, lack of effort or teacher preference will not be approved.

**COURSE CHANGE PERIOD**

A. **Before School Begins:** Counselors are available by appointment to meet with students the three days prior to the start of school.
B. **The first two days of school:** Conditions for when a course change will be considered during this time:
   - The student has failed to receive the appropriate grade in summer school.
   - The student has not taken or has failed the required prerequisite for the course.
   - The student is scheduled for less than 32.5 credits.
C. **The 8th & 9th day of school (End of 1st Cycle)**
   - Elective changes are discouraged, but will be considered on these two days
   - All changes are final.
D. **At the completion of the 2nd cycle**
   - Students may initiate changes to course levels.
   - Students requesting a level change for a course must see their guidance counselor to obtain a Request to Change Class form. When completed, this form should include a written response from the student, the present teacher, parent/guardian, department chairperson, and the guidance counselor.
   - All course changes require administrative approval.
   - Students must follow their original schedule until they receive a new schedule from their guidance counselor.

**COURSE DESCRIPTIONS**

The courses presented in this catalogue are planned to be offered for the 2016-2017 school year. Course availability will ultimately be determined by next year's school
budget and subsequent staffing levels. In the event courses are oversubscribed and/or staffing is insufficient to meet student course requests, student access to courses will generally be based on grade level seniority.

**GENERAL INFORMATION**

**PROGRESS REPORTS:** Information relative to student academic performance, grades, homework, class attendance, etc. is available online to parents through X2. A printed copy of these reports can be provided to anyone who requests one, through their son/daughter’s guidance counselor.

**REPORT CARDS** Reports Cards are available through our X2 portal. Report cards are available shortly after the end of each term. Parents are not required to sign or return report cards. Specific dates for issuance of report cards and progress reports will be announced in the school’s monthly calendar, available on the Walpole High School Web Page. Please visit. http://www.walpole.k12.ma.us

**COURSE FAILURE/MAKE-UP** Students who fail a required course must repeat that course the following year or elect the course at an accredited summer school. To be eligible for summer school, a student must have earned a grade not lower than fifty percent (50%) in that course.

Each course taken at a summer school or night school must be approved in advance by the guidance director and the principal. Students planning to attend summer school should refer to the summer school bulletin regulations. A grade of at least seventy percent (70%) must be earned in summer school in order for it to be accepted for Walpole High School credit.

**ADVANCE PLACEMENT EXAMINATION POLICY** It is Walpole High School’s policy that enrollment in an Advanced Placement course requires taking the Advanced Placement Examination. The AP Examination is provided by the CEEB (College Entrance Exam Board) and given at Walpole High School in May. Students in an AP course will be expected to pay their exam fee after midyear exams. Any student who fails to pay for and/or take the exam will be removed from the AP Course. Colleges to which he/she has applied will be so informed.

**COLLEGE ADMISSION REQUIREMENTS**

College admission requirements vary widely. Four-year (4) degree-granting colleges generally require four years (4) of English, and a minimum of two years (2) of the same foreign languages, three years (3) of history or social studies, three years (3) of science, at least two (2) of which must be a laboratory science, and three (3) years of mathematics. College catalogs and/or your guidance counselor should be consulted for specific requirements. Programs can also be arranged through guidance to help students meet the entrance requirements of junior colleges, technical institutes, business schools, nursing schools, etc.
COMPLEMENTARY ACADEMIC PROGRAMS

CLASSROOM LEADER PROGRAM
The classroom leader program is designed for the highly motivated, capable student who wishes to work with a classroom teacher as a teacher's assistant. Students should have earned at least an 88 in the subject and have the recommendation of a teacher in the department.

INDEPENDENT STUDY PROGRAM: The Independent Study Program is designed for the highly motivated, exceptionally capable student who wishes to pursue studies beyond the courses presently offered in our curriculum. Specifics of the program are listed below.

- PROGRAM ADMISSION: Permission for Independent Study must be obtained from the appropriate Department Chairperson a minimum of two weeks prior to semester registration. In all cases, students must have earned an "88%" average or above in courses taken in that academic department. A student must also have exhausted the school's most advanced course offerings in that subject area. Applications must be made using the Independent Study Application Form (available in the guidance office). Four copies of each application will be submitted: one for the student, one for the department chairperson, one for the student's Independent Study advisor, and one for the student's guidance counselor.

When a student is admitted into the Independent Study program, the amount of credit to be received and the advisor will propose the academic level, with the final approval granted by the principal.

- PROGRAM LENGTH: The Independent Study will last for a specified length of time (either one semester or two semesters). The maximum number of semesters allowed will be two (2), unless a waiver is granted by the building principal. All Independent study will begin and end based on the high school's academic semester(s).

DUAL ENROLLMENT: Dual Enrollment offers students an opportunity to take enrichment courses at local state colleges and universities and earn both high school and college credits. The Dual Enrollment Program was authorized by the Massachusetts Education Reform Act of 1993. Qualified public high school juniors and seniors who meet state and Walpole High School qualifying criteria will be allowed to enroll in any appropriate college course(s) except those offered in the Walpole High School Program of Studies. Only students with a minimum of a 3.0 average are eligible to apply. Students must be carrying a minimum of 25 Walpole High School academic credits in order to be eligible for the Dual Enrollment program. Grades earned through Dual Enrollment are included on student transcripts but are not incorporated in class rank calculation. Interested students should meet with their guidance counselor for further information.

THE EDUCATION COOPERATIVE (TEC): Walpole High School is a member of the "TEC" Regional Consortium of school districts. Through this broad collaboration, Walpole High
School students have access to unique and valuable educational opportunities. Please see added information in another section of this program book or visit www.tec-coop.org

**WHS S.T.E.M. ACADEMY:** This is a certificate program for highly motivated students and requires a four (4) year commitment. Beginning in 8th grade students apply for selection. This will include essential coursework requirements (see advisor). All students will complete honors level STEM coursework by their Senior year. Annual STEM projects are required: 9th: Science Fair; 10th: M3 Challenge; 11th: E&T Internship/Externship; 12th: Senior Project.
The art curriculum is designed to develop student understanding of art as a visual language through which they express meaningful answers to the questions: “What do I want to say?” “What form will best communicate my idea?” and “Will the audience understand what my work means?” Through a series of organized art experiences, students will look, discover, create, reflect upon, and assess the characteristics and merits of their work and the work of others.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LENGTH</th>
<th>CREDITS</th>
<th>OPEN TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printmaking &amp; Mixed Media</td>
<td>Semester</td>
<td>2.5</td>
<td>9-12</td>
</tr>
<tr>
<td>Advanced Strategies In Drawing And Painting</td>
<td>Semester</td>
<td>2.5</td>
<td>10-12</td>
</tr>
<tr>
<td>Alternative Approaches In Drawing</td>
<td>Semester</td>
<td>2.5</td>
<td>10-12</td>
</tr>
<tr>
<td>Drawing and Painting I</td>
<td>Year</td>
<td>5</td>
<td>9-11</td>
</tr>
<tr>
<td>Drawing and Painting II</td>
<td>Year</td>
<td>5</td>
<td>10-12</td>
</tr>
<tr>
<td>Drawing and Painting III/Senior Investigations</td>
<td>Year</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>AP Studio Art: Drawing</td>
<td>Year</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Ceramics and Sculpture I</td>
<td>Year</td>
<td>5</td>
<td>9-11</td>
</tr>
<tr>
<td>Ceramics and Sculpture II</td>
<td>Year</td>
<td>5</td>
<td>10-12</td>
</tr>
<tr>
<td>Ceramics and Sculpture III</td>
<td>Year</td>
<td>5</td>
<td>12</td>
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<tr>
<td>AP Studio Art: 3D Design</td>
<td>Year</td>
<td>5</td>
<td>12</td>
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<tr>
<td>Design I</td>
<td>Year</td>
<td>5</td>
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<td>Design II</td>
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<tr>
<td>Design III</td>
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<td>5</td>
<td>12</td>
</tr>
<tr>
<td>AP Studio Art: 2D Design</td>
<td>Year</td>
<td>5</td>
<td>12</td>
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</table>
PRINTMAKING AND MIXED MEDIA
Semester Course 2.5 credits
Prerequisite: None Open to: Fr. – Sr.

This course will provide opportunities for students to explore printmaking and mixed media. Students will participate in a complete studio experience from concept to exhibition of their artwork, and a strong emphasis will be put on exploring the artistic process and experimenting with materials. Students will be encouraged to problem-solve, edit, and revise their artwork and ideas. Areas of exploration will include: photography, screen printing, block printing, acrylic transfer, collagraph printing, and mixed media.

ADVANCED STRATEGIES IN DRAWING AND PAINTING
Semester Course 2.5 Credits
Prerequisite: minimum grade of 86 in DPI and teacher recommendation Open to: So., Jr., Sr.

In this course students will focus on developing advanced drawing and painting practices while constructing a collection of sophisticated visual representations. Students will engage in experimentation and discovery as they expand on their drawing and painting foundation to develop visual ideas and artistic behaviors. Students will choose drawing and painting media and techniques that connect to their own art making goals. Independence, personal motivation, and the ability to act on ideas will be key in meeting the demands of this course.

ALTERNATIVE APPROACHES IN DRAWING
Semester Course 2.5 credits
Prerequisite: minimum grade of 86 in DPI and teacher recommendation Open to: So., Jr., Sr.

In this course students will focus on exploring advanced applications of drawing media. They will engage in experimentation and discovery as they expand on their drawing foundation. They will choose from a variety of formats including graphic novels, charcoal animation, observational drawing, and fantasy inspired drawings. Students will choose drawing media and techniques that connect to their own art making goals. Independence, personal motivation, and the ability to act on ideas will be key in meeting the demands of this course.
DRAWING AND PAINTING I
Year Course 5 credits
Prerequisite: None Open to: Fr. – Jr.

This is a drawing and painting course with an emphasis on developing and refining observational skills. Students will learn academic methods and work with classic materials. Self-portrait, still life, and landscape assignments will be given. Each student will be required to purchase a portfolio, keep a Process Journal, and practice their skills with regular homework exercises. In addition, students are required to make a commitment to doing quality work and bring creative thinking to each assignment. Depending on availability, course may be open to seniors given teacher recommendations and Department Head approval.

DRAWING AND PAINTING II
Year Course 5 credits
Prerequisite: Drawing and Painting I, min. grade of 83 Open to: So. - Sr.

This course is sequential to Drawing and Painting I. Landscape, still life, perspective, portrait, and figure drawing assignments will be given. Proportion and composition issues will be addressed with pencil, marker, charcoal, conte crayon, pastel, ink, watercolor, and acrylic. Students will keep a Process Journal.

DRAWING AND PAINTING III/SENIOR INVESTIGATIONS
Year course 5 credits
Prerequisites: DPIII: 86 or above in DPII open to: sr.
Senior Investigations: 90 or above in DPI

This course is open to all seniors with a strong experience in visual problem solving. All students will develop a portfolio of advanced drawings and paintings, construct a series of connected works based on a theme, and develop a personal artistic voice through exploring advanced studio topics, artistic behaviors, and sophisticated drawing and painting concepts.

AP STUDIO ART: DRAWING
Year Course 5 credits
Prerequisite: Drawing and Painting II & Open to: Sr.
Min. grade of 88, or Department Head Approval

Seniors who elect this course must have a strong body of work to bring to the Breadth requirements of the Drawing Portfolio. Students will continue to have figure, portrait, still life, and landscape assignments to ensure they have 12 pieces that demonstrate exceptional composition and craftsmanship. In addition to class assignments, each student will select a theme, subject, or idea to investigate and must produce a series of 12 related works that
demonstrate thinking and effective visual communication. The choice of medium, style, and content will be made by the student in consultation with the teacher, completed independently at home, and finished on a regular basis for group critique. This will build the body of work required for the Concentration section. There will be opportunities for photography of artwork, portfolio editing, and exhibition. Each student will display their Concentration series at a first semester exhibit. A Process Journal is required. Each student must take and pay for the AP Examination, as directed in the Student Handbook.

CERAMICS AND SCULPTURE I

Year Course: 5 credits
Prerequisite: None
Open to: Fr. - Jr.

Students will explore, and innovate visual concepts specialized visual language has evolved during the 20th and early 21st centuries. This course will be divided into four sequences: a) foundational techniques, b) process-based work, c) realism & observational techniques, and d) personal aesthetic & narrative. Class discussion, critique, and written reflection are an important part of the creative process and a requirement for this course. Students will keep a Sketchbook Journal and complete homework assignments. Depending on availability, course may be open to seniors given teacher recommendations and department head approval.

CERAMICS AND SCULPTURE II

Year Course: 5 credits
Prerequisite: Ceramics and Sculpture I, min. grade of 83
Open to: So. - Sr.

Students will build on the skills they learned in Ceramics and Sculpture I, but will now start to focus on and shape their personal style and voice through meaning-making. This course will be divided into four sequences: a) creative strategies in artmaking, b) identity, c) fiction & fantasy, and d) juxtapositions & hybridity. Class discussion, critique, and written reflection are an important part of the creative process and a requirement for this course. Students will keep a Sketchbook Journal and complete homework assignments.

CERAMICS AND SCULPTURE III

Year Course: 5 credits
Prerequisite: Ceramics and Sculpture II, min grade of 86
Open to: Sr.

This course is designed for students who wish to continue advanced exploration of 3D forms of expression. Class projects will be inspired by the artmaking practices of Contemporary Artists and will range from traditional to eccentric. This course will be divided into four sequences: a) Contemporary Artmaking Considerations, b) the Human Condition, c) the Artist as Storyteller, and d) the Artist as Historian. Class discussion, critique, and written reflection are an important part of the creative process and a
requirement for this course. Students will keep a Sketchbook Journal and complete homework assignments.

**AP STUDIO ART: 3D DESIGN**

Year Course 5 credits
Prerequisite: Ceramics and Sculpture II & Min. grade of 88, or Department Head Approval
Open to: Sr.

Seniors who elect this course must have a strong body of work to bring to the Breadth requirements of the 3D Design Portfolio. In addition to class assignments, each student will select a theme, subject, or idea to investigate and must produce a series of 12 related works that demonstrate thinking and effective visual communication. The choice of medium, style, and content will be made by the student in consultation with the instructor, completed independently at home, and finished on a regular basis for group critique. This will build the body of work required for the Concentration section. There will be opportunities for photography of artwork, portfolio editing, and exhibition. Each student will display their Concentration series at a first semester exhibit. Class discussion, critique, and written reflection are an important part of the creative process and a requirement for this course. Students will keep a Sketchbook Journal. Each student must take and pay for the AP Examination, as directed in the Student Handbook.

**DESIGN I**

Year Course 5 credits
Prerequisite: None Open to: Fr. – Jr.

This course is recommended for students interested in visual design and communication. Students will be given a foundation in the elements and principles of design and learn a variety of design processes. Working with paper, pens, brushes, paint, markers, and the computer students will create compositions that communicate ideas with text and images. Students will also keep a Process Journal. Depending on availability, course may be open to seniors given teacher recommendations and Department Head approval.

**DESIGN II**

Year Course 5 credits
Prerequisite: Design I, min. grade of 83 Open to: Jr. – Sr.

This course will be a continuation of the Graphic Design I course. Students will work independently on more advanced projects and also use the computer more as a design tool. A Process Journal is required for research and to plan class work.
DESIGN III
Year Course .......................... 5 credits
Prerequisite: Design II, min grade of 86  Open to: Sr.

This course is offered for students who want to be challenged with advanced design concepts. Students will continue to explore materials and techniques to present portfolio quality work. The structure of the course will assume a client/designer model and assignments will be authentic to professional issues. Students will keep a Process Journal for concept and process work. There will be opportunities for photography of artwork, portfolio editing, and exhibition.

AP STUDIO ART: 2D DESIGN
Year Course .......................... 5 credits
Prerequisite: Design II & Min. grade of 88, or Department Head Approval  Open to: Sr.

Seniors who elect this course must have a strong body of work to bring to the Breadth requirements of the 2D Design Portfolio. They will continue to explore advanced design concepts and media to present 12 pieces that demonstrate the principles of design communicated through a range of materials and media. In addition to class assignments, each student will select a theme, subject, or idea to investigate and must produce a series of 12 related works that demonstrate thinking and effective visual communication. The choice of medium, style, and content will be made by the student in consultation with the instructor, completed independently at home and finished on a regular basis for group critique. This will build a body of work required for the Concentration section. There will be opportunities for photography of artwork, portfolio editing, and exhibition. Each student will display their Concentration series at a first semester exhibit. A Process Journal is required. Each student must take and pay for the AP Examinations, as directed in the Student Handbook.
BUSINESS PROGRAM

<table>
<thead>
<tr>
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<th>LENGTH</th>
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<tbody>
<tr>
<td>Personal Finance</td>
<td>Year</td>
<td>5</td>
<td>9 – 12</td>
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<tr>
<td>Accounting I</td>
<td>Year</td>
<td>5</td>
<td>9 – 12</td>
</tr>
<tr>
<td>Accounting II</td>
<td>Year</td>
<td>5</td>
<td>10–12</td>
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<tr>
<td>Marketing</td>
<td>Year</td>
<td>5</td>
<td>10–12</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Semester</td>
<td>2.5</td>
<td>9 – 12</td>
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</table>

PERSONAL FINANCE
Prerequisite: None
Open to: Fr., So., Jr., Sr.

Personal Finance is a full-year course designed to help students gain the skills they need as they leave home and assume adult responsibilities. Topics covered will revolve around career planning and preparation, and money management including budgeting, credit, taxes, insurance, and saving and investing.

ACCOUNTING I
Prerequisite: None
Open to: Fr., So., Jr., Sr.

Basic accounting concepts and career options are introduced. The complete accounting cycle for a sole proprietorship, partnership, and corporation is taught. The student will be familiarized with accounting for a merchandising business with all its related business transactions, including financial statements. Computers are used to gain experience on automated accounting systems. This course is recommended if you are considering majoring in business at college.

ACCOUNTING II
Prerequisite: Accounting I, Dept. Head Approval
Open to: So., Jr., Sr.

Students electing this course should be interested in the further study of accounting. Strong analytical and research skills are necessary for success in this course. After a brief review of basic accounting, an expansion of the fundamental principles of accounting will be explored. The computer will be used to apply accounting principles. In addition, much detail will be spent critiquing major business publications. This course is highly recommended for students considering majoring in business at college.

MARKETING
Prerequisite: None
Open to: So., Jr., Sr.

Marketing is the act or business of promoting sales of a product, as by advertising and packaging. This course is designed to introduce the student to the Principles of Marketing from conception to sale. The influence and impact of firms, organizations, and society on the marketing process will be explored. Topics covered include: the role of advertising, sales
promotion, market strategy, consumer behavior, product development, direct marketing, international marketing, service marketing, and marketing management. This course requires students to use creative and analytical skills through detailed case analysis and marketing projects. Strong English and Mathematical skills are needed for success in this course.

**ENTREPRENEURSHIP**

Semester, 2.5 credits
Prerequisite: None
Open to: Fr., So., Jr., Sr.

This semester course is designed to help students understand the principles of starting a small business with an emphasis on business opportunities. Entrepreneurial businesses are a driving force in today’s economy. Student responsibility and initiative are encouraged as business strategies are created, planned, and presented as a final product. Through the use of research, class assignments, guest lecturers, simulations, and the design of a business plan, students will understand and demonstrate their skill in using the tools needed to become a successful entrepreneur.
MANUFACTURING TECHNOLOGY

Semester Course
Prerequisite: None
Open to: Fr., So., Jr., Sr.

Manufacturing Technology I is an introduction to the basic concepts of manufacturing and safe operation of machine tools. Topics covered include proper use of measuring tools, setup, and operation of machine tools to accurately and efficiently produce a manufactured part. Students will demonstrate mastery of the six manufacturing processes (including molding, forming, separating, conditioning, assembling, and finishing) through the construction of several simple projects. An emphasis is placed on reading technical drawings, craftsmanship, and independent productivity.

ADVANCED MANUFACTURING TECHNOLOGY

Year Course
Prerequisite: Man. Tech., Dept. Head Approval
Open to: So., Jr., Sr.

This course continues to develop student knowledge of Manufacturing Technology. The six manufacturing processes are reinforced through advanced projects and mass production techniques. Quality control, assembly line manufacturing, and custom design-build lessons will provide students real world production experience. * This course may be repeated for full credit.
CONSTRUCTION TECHNOLOGY
Year Course 5 credits
Prerequisite: Man. Tech. Open to: So., Jr., Sr.

The construction process is a series of actions taken to build a structure, including preparing a site, setting a foundation, erecting a structure, installing utilities, and finishing a site. Various materials, processes, and systems are used to build structures. Students will demonstrate and apply the concepts of construction technology through building and constructing both full-size structures and scale models using various materials commonly used in construction.

TECHNICAL C.A.D
Semester Course 2.5 credits
Prerequisite: None Open to: Fr., So., Jr., Sr.

Technical C.A.D. is an exploration of modern drafting technology. Students will begin by learning proper pencil and paper sketching techniques, proper drawing layout, and accurate dimensioning skills. Various projects will guide students through aspects of plane geometry, descriptive geometry, transformation geometry, and solids. Student portfolios demonstrate two-dimensional multiple view drawings as well as three dimensional views including isometric, oblique, and perspective drawings. All portfolio work is completed using the latest AutoCAD software available.

ARCHITECTURAL DESIGN
Semester Course 2.5 credits
Prerequisite: None Open to: Fr., So., Jr., Sr.

Architectural Design surveys many popular styles in modern residential construction. Students complete exercises in the visualization and drafting of structures and construction conditions using orthographic projection, isometric and sectional drawings as an expression of architectural communication. Portfolio work includes plans, elevations, details, schedules, and sections of traditionally framed structures. Students experience a simulation of an actual architectural client-based project. The instructor issues preliminary design ideas (provided by their client) from which students prepare working drawings. The challenges presented have varied architectural styles, materials, and constraints, offering a wide range of experiences in architectural drawing.

PRODUCT DESIGN & ANALYSIS
Semester Course 2.5 credits
Prerequisite: None Open to: Fr., So., Jr., Sr.

Product Design and Analysis is a semester course developed by the Boston Museum of Science featuring two of the four units from their "Engineering the Future" curriculum. Students examine the role of engineers and how they create our ever-evolving world by developing products, building structures, critiquing designs, and analyzing failure. Projects will be constructed of simple materials and require no specialized tools or skills and will often be redesigned and rebuilt to more accurately reflect the engineering design process. Students
who successfully complete this course as well as ENERGY SYSTEMS are encouraged to take the Technology and Engineering exam to fulfill their Science MCAS in June.

ENERGY SYSTEMS
Semester Course 2.5 credits
Prerequisite: None
Open to: Fr., So., Jr., Sr.

Energy Systems is a semester course developed by the Boston Museum of Science featuring two of the four units from their “Engineering the Future” curriculum. Students examine thermal energy, fluid energy, and electrical energy in order to experience the similarities and differences in several energy systems. Students then design and build systems to maximize certain criteria (power, efficiency, materials cost, lifespan, etc.) using simple materials and tools. Communication of design advantages and limitations are emphasized during each project. Students who successfully complete this course as well as PRODUCT DESIGN & ANALYSIS are encouraged to take the Technology and Engineering exam to fulfill their Science MCAS in June.

ELETRONICS
Year Course 5 credits
Prerequisite: None
Open to: Fr., So., Jr., Sr.

Electronics is a hands-on exploration of modern electronics technology. Students will begin by learning proper soldering techniques and identifying major electronic components. Various projects guide students through aspects of series and parallel circuits in both direct current (DC) and alternating current (AC) applications. Students will use multimeters and oscilloscopes to dissect, analyze and design circuits in class. Several math and science principals will be emphasized including Ohm’s Law, Kirchoff’s Law, the conservation of energy and properties of waves and magnetism. Students should have some experience solving simple algebraic equations.

ROBOTICS
Semester Course 2.5 credits
Prerequisite: None
Open to: Fr., So., Jr., Sr.

Robotics is an interactive course designed to engage students, promote creativity, and develop fundamental science and math skills. Students work in groups exploring the engineering design process in constructing various projects using the Lego MindStorms NXT kit. Students must also teach their robot to operate autonomously by using a visual programming language called LabVIEW. Projects examine simple principles such as gear ratios, pulleys, levers, torque, and speed. Students are encouraged to use proper robotics vocabulary, standardized programming techniques, and analytical communication skills essential in the engineering field today.
ADVANCED ROBOTICS HONORS*
Year Course 5 credits
Prerequisite: Robotics, Teacher Recommendation Open to: So, Jr, Sr.
Or Department Chairperson Approval

Advanced Robotics builds on the skills and knowledge gained in Robotics with a focus on complex programming techniques, control systems, electrical systems, and mechanical design and fabrication. During the first semester students will participate in the FIRST Tech Challenge (FTC) – an annual design competition using the Lego Mindstorms Robotics platform with the Tetrix expansion set. The class will be broken into teams where every student will design, assemble, wire, and program their own solution to various complex challenges. The challenge or ‘game’ is reinvented every year incorporating new and emerging fields of study in Engineering & Technology. Students then participate in the FIRST Robotics Competition (FRC) beginning in early January. A distinctly new design challenge and 6-week timeline put students’ knowledge and skills to the test. Teams are allowed more design flexibility and are responsible for sourcing custom materials and itemizing a tight budget. Effective project management skills and teamwork are stressed throughout the project. Additional time after school and at competition is required. *This course may be repeated for full credit.

ENGINEERING DESIGN
Year Course 5 credits
Prerequisite: None Open to: So, Jr., Sr.

Engineering Design examines the form and function of structural and mechanical systems. Student projects will follow the engineering design process and cover topics including solids, modeling, rendering, and simple animation. Autodesk Inventor, a state of the art solid modeling software package, will be the primary computer application used by all students. Professional standards and tolerance sensitive manufacturing will be stressed throughout the course to give students real-world experience with the engineering field. Furthermore, each computer-generated design will be manufactured using a sophisticated CAD-CAM ProtoTRAK system for analysis and redesign.

ENGINEERING DESIGN HONORS
Year Course 5 credits
Prerequisite: None Open to: So, Jr, Sr.

Engineering Design Honors offers the same content and skill building activities as Engineering Design (uneveled) and adds project management, leadership skills, and Students are required to participate on the Robotics Team after school in design and construction of the FRC robot. Additional time is required out of class between Winter Break and February Vacation including weekly Saturday ‘practice’ (approx. 10 hours/week). Students will attend no less than 2 overnight competitions in March and April (dates vary). Upon successful completion of this course students will be eligible for a number of summer internships.
A+CERTIFICATION
Year Course 5 credits
Prerequisite: None Open to: So, Jr, Sr.

Students focus on the IT Fundamentals and A+ certification curriculum provided by CompTIA. This curriculum prepares students to succeed in attaining an industry standardized certification that is recognized by professionals worldwide. The course is a blended curriculum (online & hand-on), reading intensive, and highly rigorous. Students are expected to participate in the certification exam at the conclusion of their coursework, similar to an AP class, and will leave this course with highly respected Information Technology (IT) credentials for a work-study, internship, and/or their career in today’s high-tech world.

COMPUTER PROGRAMMING
Year Course 5 credits
Prerequisite: None Open to: Fr., So., Jr., Sr.

This course examines basic computer programming concepts and techniques. Students will learn to design and build their own customized computer programs using both MSW Logo, and Python programming languages. After learning the necessary concepts and keystrokes, students will be asked to complete programming challenge problems. Examples of programming challenges include, designing computer games and creating ticketing programs for sporting events.

WEB DESIGN
Year Course 5 credits
Prerequisite: None Open to: Fr., So., Jr., Sr.

This course examines website development. Students will learn how to plan and construct professional quality web sites using HTML, CSS, Dreamweaver, Flash, PhotoShop, and Fireworks web publishing software. They will also learn how to create dynamic web pages using PHP and MySQL and how to design and create web-based computer games using Flash ActionScript.

INDEPENDENT STUDY
Semester or Full Year 2.5 or 5 credits
Prerequisite: Dept. Head Approval Open to: So, Jr., Sr.

This course is available to students who desire to further their study in a particular area of Engineering or Technology. Students, with the help of an advisor from the department, develop an area of concentration, a major project, and a research project, according to the student’s needs. Students are evaluated based on how well they have achieved their mutually developed goals.
### ENGLISH

#### Level Expectations

<table>
<thead>
<tr>
<th>Organization</th>
<th>CP2</th>
<th>CP1</th>
<th>HR</th>
<th>A.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence</td>
<td>Students can work independently for 15-20 minutes at a time. A teacher or classroom aide is available to answer questions and direct learning.</td>
<td>Students can work independently for 30-45 minutes at a time. Students speak in Socratic seminars monitored by teachers.</td>
<td>Students work independently for as long as needed. Students are assigned reading assignments and are expected to discuss themes, motifs, and symbols during regular class discussions.</td>
<td>Students are independent. They are assigned reading assignments and can balance their time to read by the due date. Students facilitate class discussions.</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>With guidance and models, students can write a 5 paragraph essay. With help, students can write a thesis sentence and select appropriate quotes.</td>
<td>Students understand the basic elements of the 5 paragraph essay with the guidance of the teacher; students can write a thesis statement and incorporate quotes in an essay.</td>
<td>Students can write a solid thesis statement and are assigned various essays over the course of the year.</td>
<td>Students write 40 minute essays regularly to prepare for the AP exam. They are expected to analyze the techniques authors utilize to reveal theme.</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>Students can follow the plot of a text when it is reviewed in class. Difficult or challenging texts will be read primarily in class.</td>
<td>Most reading is done outside of class; during class a review of the plot is done before analysis begins.</td>
<td>Extensive and challenging reading is done outside of class. Class discussions are based on analysis; very little plot review takes place at this level.</td>
<td>Extensive and challenging reading is done outside of class. Class discussions are based on analysis; very little plot review takes place at this level.</td>
</tr>
<tr>
<td>Analytical/Critical Thinking Skills</td>
<td>With guidance, students can follow the discussion and participate in discussion about plot and themes of a story.</td>
<td>With guidance, students can organize their notes to facilitate class discussions.</td>
<td>Students take notes during class and outside of class to participate regularly in discussions. Discussions topics may be student generated and deal with the deeper themes of a text.</td>
<td>Students read challenging literature, discuss the themes of the text, and write analytically daily.</td>
</tr>
<tr>
<td>Homework</td>
<td>See Course Descriptions</td>
<td>Homework may be a review of skills or new learning, i.e. vocabulary exercises, grammar exercises, or study questions from reading. Average time 15 – 20 minutes</td>
<td>Homework is usually reading, writing, or both. Writing may be a response to the reading or it may be analytical essay writing. Average time 45 – 60 minutes</td>
<td>Students are responsible for their own organization and time management skills. Students have regular reading and writing assignments. Average time 3 – 4 hours a week.</td>
</tr>
<tr>
<td>Time Commitment - Outside of Class</td>
<td>Homework is usually a review of skills or new learning, i.e. vocabulary exercises, grammar exercises, or study questions from reading. Average time 15 – 20 minutes</td>
<td>Homework may be a review of skills or new learning, i.e. vocabulary exercises or grammar exercises, or HW may be independent reading or writing. Average time 30 minutes</td>
<td>Homework is usually reading, writing, or both. Writing may be a response to the reading or it may be analytical essay writing. Average time 45 – 60 minutes</td>
<td>Students are responsible for their own organization and time management skills. Students have regular reading and writing assignments. Average time 3 – 4 hours a week.</td>
</tr>
<tr>
<td>Participation</td>
<td>Students are expected to follow along with the class. Students may volunteer to participate, or they may be called on by the teacher to check for understanding. Class participation may be graded.</td>
<td>Students at this level are expected to participate in class discussion. Teachers will call on volunteers and will use random order selection to elicit information and to check for understanding. Participation may be graded.</td>
<td>Students participate in all aspects of the class. Class discussions and Socratic seminars are a regular part of the class and participation may be graded.</td>
<td>Students are expected to participate in discussions; students work in small groups to critique their and their classmates’ writing.</td>
</tr>
</tbody>
</table>
REQUIRED CORE COURSES AND LEVELS

Freshmen Year
- Honors
  - College Prep Level 1
  - College Prep Level 2

Sophomore Year
- Honors
  - College Prep Level 1
  - College Prep Level 2

Junior Year
- AP Language and Composition
- Honors
  - College Prep Level 1
  - College Prep Level 2

Senior Year
- AP Literature and Composition (full year course)
- AP Language and Composition (full year course)
- Honors: College Writing /Literature (semester courses, must take both)
- College Prep Level 1: College Writing/Literature (semester courses, must take both)
- College Prep Level 2: College Writing and Literature (A full year course)

ENGLISH ELECTIVE COURSES

Creative Writing: A Focus on Poetry and the ScreenPlay – Jr., Sr
Foundations of Creative Writing: Short Fiction and NonFiction – Fr., So., Jr., Sr.
Public Speaking - Fr., So., Jr., Sr.
Film Studies: A Critical Look at Films -Jr., Sr.
Essentials of Journalism - Fr., So., Jr.
Essentials of Digital Film Making - Fr., So., Jr.

Note: Students must pass each year’s required English class before proceeding to the next year’s class. The sequence of English classes develops students’ language arts skills cumulatively. Each year builds on the previous year’s foundation in reading, writing, and vocabulary.

The English curriculum consists of three required core courses, two semesters of Senior English core courses, plus a number of elective courses that do not satisfy the graduation requirement of four core courses. English courses are designed to develop the communication skills essential to students throughout their personal, academic, and professional lives. The English curriculum stresses reading comprehension, essay writing, vocabulary development, speaking skills, and cultural literacy. Students must pass each year’s core course before proceeding to the next. Freshmen, sophomores, and juniors may take only
one core English course per year. Seniors may enroll in Junior English CP-2 if necessary for graduation.

**FRESHMAN ENGLISH HONORS**

Year Course 5 credits
Prerequisite: 8th grade English, min grade of 93, Open to: Fr.
Or Department Chairperson Approval

Freshman English Honors is designed for students who have demonstrated outstanding ability and achievement in all aspects of language arts and read above grade level. The course moves at an accelerated pace, and students are expected to work independently, either at home or in school, for a period of 60 minutes. Emphasis is placed on analytical reading and writing, vocabulary and grammar development, and class-driven discussions. Students read challenging literature in a variety of genres, including fiction, non-fiction, poetry, and drama. Students can expect frequent multi-paragraph essays, weekly grammar or vocabulary assessments, and multiple long-term projects that focus on a variety of writing styles. Average nightly homework commitment: 60 minutes.

**FRESHMAN ENGLISH CP-1**

Year Course 5 credits
Prerequisite: 8th grade English, min grade of 78, Open to: Fr.
Or Department Chairperson Approval

Freshman English CP-1 is designed for students who have demonstrated strong ability and achievement in language arts and who read at or above grade level. The course moves at a moderate pace, and students are expected to read and work independently, either at home or at school, for a period of 30 minutes. Emphasis is placed on developing analytical reading and writing strategies, vocabulary and grammar development, and class-driven discussions. Students receive guided in-class instruction for examining literature beyond plot and writing analytically. Students read challenging literature in a variety of genres, including fiction, non-fiction, poetry, and drama. Students can expect multi-paragraph essays every term, weekly grammar or vocabulary assessment, and long-term projects that focus on a variety of writing styles. Average nightly homework commitment: 45 minutes

**FRESHMAN ENGLISH CP-2**

Year Course 5 credits
Prerequisite: 8th grade English Open to: Fr.

Freshmen English CP-2 is designed for students who read at or below grade level and are progressing in their language arts skills. Emphasis is placed on developing study skills and organization strategies, developing vocabulary and grammar skills, and writing multi-paragraph essays in a variety of writing styles. Students receive more focused in-class individualized instruction for reading and writing methods. Students read literature in a variety of genres, including fiction, non-fiction, poetry, and drama. Requirements and materials provide the flexibility to meet the needs of each student. Average nightly homework commitment: 30 minutes
SOPHOMORE ENGLISH HONORS

Year Course: 5 credits
Prerequisite: Fresh. English Honors, min. grade of 80, or Fresh. English CP-1, min grade of 91, or Department Chairperson Approval

Designed for students who have demonstrated outstanding ability and achievement in English, this course focuses on in-depth, high level reading of novels, poetry, and plays. Students practice writing cogent, open-ended essays on various topics from literature. Students are expected to complete a significant amount of independent work including projects and outside readings. The curriculum focuses on American literature. Average nightly homework commitment: 60 minutes

SOPHOMORE ENGLISH CP-1

Year Course: 5 credits
Prerequisite: Fresh. English CP-1, min grade of 75, or Fresh. English CP-2, min grade of 85, or Department Chairperson Approval

This course is designed for students who have demonstrated in grade nine that they have a mastery of reading, writing, and study skills. Students read and analyze literature, practice paragraph and essay writing, review grammar, and build vocabulary. The class readings focus on American literature. Average nightly homework commitment: 45 minutes

SOPHOMORE ENGLISH CP-2

Year Course: 5 credits
Prerequisite: Fresh. English or Department Chairperson Approval

Similar to Sophomore English CP-1 in its emphasis on reading, writing, and vocabulary, this course also stresses study skills and test taking. Students read and analyze literature, practice essay writing, review grammar, and build vocabulary. The class readings focus on American literature. Average nightly homework commitment: 30 minutes
JUNIOR ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
Year Course 5 credits
Prerequisite: Sophomore Honors English, min grade of 90 Open to: Jr.
And Successful Completion of Application to Course

AP English Language and Composition is a course for students recommended to study English at an advanced level. Students study advanced composition and analysis of language at a level equivalent to an introductory college course, with a focus on non-fiction, diction, style, and syntax. In the process of refining their awareness of language and the writer’s craft, students will examine the art of rhetoric through carefully focused conversation, extensive analysis, and frequent synthesis writing assignments. The rigor of the course is designed to prepare students for the required Advanced Placement examination in English Language and Composition. This course will be available to a select number of juniors who meet the prerequisite standards. Average nightly homework commitment: 60+ minutes

JUNIOR ENGLISH HONORS
Year Course 5 credits
Prerequisite: Soph. English Honors, min grade of 80, or Soph. English CP-1, min grade of 91,
Or Department Chairperson Approval

This honors course is for juniors who have demonstrated outstanding ability and achievement in English. Students study selected pieces of British literature, write analytical essays, build vocabulary, and practice skills tested on the new SAT. Average nightly homework commitment: 60 minutes

JUNIOR ENGLISH CP-1
Year Course 5 credits
Prerequisite: Soph. English CP-1, min grade of 75, or Soph. English CP-2, min grade of 85,
Or Department Chairperson Approval

This course is designed for students who have demonstrated in grade ten that they have a mastery of language skills. Students read a sampling of British literature, write analytical essays, build vocabulary, and practice skills tested on the new SAT. Average nightly homework commitment: 45 minutes
JUNIOR ENGLISH CP-2
Year Course  5 credits
Prerequisite: Soph. English CP-2 or Open to: Jr.
Or Department Chairperson Approval

Similar to Junior English CP-1, this course emphasizes reading, essay writing, vocabulary development, and study skills. Students study British literature and practice skills tested on the new SAT. Average nightly homework commitment: 30 minutes

SENIOR ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
Year Course  5 credits
Prerequisite: Junior English Honors, minimum grade of 90, Open to: Sr.
Or Department Chairperson Approval

Designed for students who have demonstrated exceptional English skills, this challenging course covers the equivalent of an introductory college level course. Requirements include extensive reading of fiction and writing of analytical essays. The course prepares students for the required AP exam in May. Average nightly homework commitment: 60+ minutes

SENIOR ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
Year Course  5 credits
Prerequisite: Junior English Honors, min grade of 90 Open to: Sr.
Or Department Head Approval

AP English Language and Composition is a course for students recommended to study English at an advanced level. Students study advanced composition and analysis of language at a level equivalent to an introductory college course, with a focus on non-fiction, diction, style, and syntax. In the process of refining their awareness of language and the writer’s craft, students will examine the art of rhetoric through carefully focused conversation, extensive analysis, and frequent synthesis writing assignments. The rigor of the course is designed to prepare students for the required Advanced Placement examination in English Language and Composition. Average nightly homework commitment: 60+ minutes

SENIOR ENGLISH ONE-SEMESTER CORE COURSES (EXCEPT CP-2)
In order to fulfill graduation requirements, seniors must successfully complete two one-semester core courses, one in the fall semester and one in the spring semester. Students in all senior English classes practice active reading, analytical writing, personal writing, and vocabulary building. Students participate in class discussions and classroom presentations.
HONORS: COLLEGE WRITING / LITERATURE
1 Semester each 2.5 credits each
Prerequisite: Jr. English Honors, min. grade of 80, or
Jr. English CP-1, min. grade of 91,
Or Department Chairperson Approval

(COLLEGE WRITING)
Similar to a college course, this class will allow students to explore and analyze an aspect of literature through multiple works of their own choosing. They will develop a theory about these works and write a lengthy paper (10+ pages). The class will discuss the writing process as well as strategies to develop an analytical theory. Students will frequently meet with the teacher during class time to discuss ideas. It is recommended for students who enjoy reading and writing independently.

(LITERATURE)
Students will read a variety of fiction and nonfiction as they develop 21st century literacy skills. In a thematic approach to literature, students will make connections between and among several works.

CP-1: COLLEGE WRITING / LITERATURE
1 Semester each 2.5 credits each
Prerequisite: Jr. English CP-1, min. grade of 75, or
Jr. English CP-2, min. grade of 85,
Or Department Chairperson Approval

(COLLEGE WRITING)
Similar to a college course, this class will allow students to explore and analyze an aspect of literature through multiple works of their own choosing. They will develop a theory about these works and write a lengthy paper (8+ pages). The class will discuss the writing process as well as strategies to develop an analytical theory. Students will frequently meet with the teacher during class time to discuss ideas. It is recommended for students who enjoy reading and writing.

(LITERATURE)
Students will read a variety of fiction and nonfiction as they develop 21st century literacy skills. In a thematic approach to literature, students will make connections between and among several works.

CP-2: COLLEGE WRITING AND LITERATURE
Year Course 5 credits
Prerequisite: Jr. English
Or Department Chairperson Approval

In this yearlong course, seniors will practice reading and writing skills necessary for success at the college level and in the workplace. Students will write argumentative, persuasive,
narrative, and expository essays. They will produce clear and coherent writing in which the
development, organization, and style are appropriate to task, purpose, and audience. They
will read a variety of fiction and nonfiction as they develop 21st century literacy skills. In a
thematic approach to literature, students will make connections between and among several
works. The themes of focus will be drawn from the following: Literature of War, Literary
Heroes, Memoirs and Autobiographies, and Coming of Age.

ENGLISH ELECTIVE COURSES

Note: English elective courses do not count toward fulfilling the four-year core English
graduation requirement and are not included in the calculation of Class Rank or Grade Point
Average.

CREATIVE WRITING: A FOCUS ON POETRY AND THE SCREENPLAY
Semester 2.5 credits
Prerequisite: Department Chairperson Approval
Open to: Jr., Sr.

The Creative Writing course functions much like a college writing workshop. The students
engage in a semester long poetry unit that encourages their writing through peer editing and
teacher evaluation. Other units include the screenplay and the short story. Due to the amount
of work and individual freedom given in this class, students considering this class should not
only be motivated writers, but also be well-organized and disciplined students. All student
poetry compiled in the class will be considered for publication in the high school’s literary
magazine, The Cricket. The Walpole High School Film Festival will consider all student
screenplays for production.

FOUNDATIONS OF CREATIVE WRITING: SHORT FICTION AND NONFICTION
Semester Course 2.5 credits
Prerequisites: None
Open to: Fr., So., Jr., Sr.

In this course, students will be introduced to three forms of marketable creative writing:
memoir/personal essay, short story, and flash fiction. In addition to learning how to outline a
story's characters, conflict, and plot twists, students will also be exposed to a variety of texts
in order to develop a sense for modern style and storytelling techniques. Students will
participate in small groups that function as writing workshops; using these groups they will
rewrite at least one piece using their peers' suggestions. By the end of the class, students will
also draft a cover letter for one piece of writing with the intention of sending it to a teen
literary journal such as New Moon or Teen Ink. If interested, students can send out their work
with this letter to seek publication, but it will not be a requirement. This class will serve as a
solid foundation for anyone who is interested in writing creatively in high school and beyond.
PUBLIC SPEAKING
Semester Course  2.5 credits
Prerequisite: None  Open to: Fr., So., Jr., Sr.

This course will help students improve personal communication, awareness, and effectiveness. Students will research, organize, and develop a variety of public speeches (informative speech, persuasive speech, small group presentation, toast, etc.). Students will enhance their ability to deliver speeches to an audience and learn how to analyze an audience and the communication of other public speakers. Students will present one speech every cycle, reflect their performance in self-evaluations, participate in group activities and peer evaluations, and respond to and analyze readings about communication and films of famous speakers.

FILM STUDIES: A CRITICAL LOOK AT FILMS
Semester Course  2.5 credits
Prerequisite: None  Open to: Jr., Sr.

Film Studies teaches students how to analyze films beyond plot and dialogue. Students will learn technical and visual terms used in film, while also learning universal symbols, structures, and archetypes. Students will be responsible for writing short critiques and reviews, as well as, participating in an online discussion board. Parent permission slips required for viewing R rated films in class.

READING AND WRITING FOR ENGLISH LANGUAGE LEARNERS
Year Course  5 credits
Prerequisite: Department Chairperson Approval  Open to: Fr., So., Jr., Sr.

This course is for students whose native language is not English. Instruction is tailored for students with different levels of proficiency in reading and writing. The goal is to develop their overall English language proficiency and help them learn strategies for reading and writing which would also be applicable for reading and writing in content areas.

ESSENTIALS of JOURNALISM
Semester Course  2.5 credits
Prerequisite: Dept. Head Approval  Open to Fr., So, Jr.

The course is open to students who are interested in the field of journalism and developing necessary skills. Students will practice the skills to conduct interviews, write editorials and review books, movies, and video games. Among other resources, the student will use the school newspaper The Rebellion as model to explore journalism concepts. Students will be introduced to basic desktop publishing skills. This course is recommended for students with emerging writing skills. This course is co-sponsored by the Special Education Department and the English Department at Walpole High School.
ESSENTIALS of DIGITAL FILM MAKING
Semester Course 2.5 Credits
Prerequisite: Dept. Head Approval Open to Fr. So, Jr.

This is an introductory course for students who are interested in developing the skills necessary to create independent short films. Students will become familiar with the prerequisite skills of preproduction, production and postproduction of film making. In this small group elective, students will receive direct instruction on writing scripts, creating storyboards and basic camera work. This course is sponsored by the Special Education and English Department at Walpole High School.
<table>
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<tr>
<th>Organization</th>
<th>CP2</th>
<th>CP1</th>
<th>HR</th>
<th>A.P.</th>
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<tr>
<td>Respects on teacher support for homework, notes, deadlines, and assessments.</td>
<td>May rely on teacher for clarification of deadlines, assessments, and notes.</td>
<td>Proves to be an independent learner responsible for his own time management and organizational skills.</td>
<td>Proves to be an independent learner responsible for his own time management and organizational skills.</td>
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</tbody>
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| Independence | Relies on teacher for note taking, review of material, and starting homework assignments. | Relies on teacher for clarification of material and homework assignment. | Can use notes and the textbook to support and develop their own understanding and are generally capable of independent learning. | Can use notes and the textbook to support and develop their own understanding and are generally capable of independent learning. |

| Writing Skills | Writes sentences which demonstrate subject and verb agreement and knowledge of vocabulary. | Writes paragraphs which demonstrate knowledge of vocabulary and grammar appropriate to their level. | Writes various essays pertaining to thematic units. Students are expected to show varied vocabulary and varied time frames. | Writes 200 word essays on a variety of global issues using a variety of time frames and accurate structure and vocabulary. |

| Reading Skills | Recognizes learned vocabulary in context. | Gets the gist of an adapted reading passage. Decodes meaning of vocabulary in context. | Summarizes and makes inferences about authentic literary and non-literary texts. | Summarizes, synthesizes, and makes inferences about authentic literary and non-literary texts. |

| Analytical/Critical Thinking Skills | Recalls information reviewed in class for productive (speaking and writing) and receptive (listening and reading) skill based activities. | Recalls information reviewed in class for productive (speaking and writing) and receptive (listening and reading) skill based activities. Some application of learned material to new situations, but most discussion involves concrete ideas of memorized material. | Applies learned productive skills (speaking and writing) and receptive skills (listening and reading) to new and different situations. Produces accurate, comprehensible messages on an impromptu topic or question. Discusses topics on abstract ideas. | Applies learned productive and receptive skills to new and different situations. Produces accurate, comprehensible messages on an impromptu topic or question. Discusses authentic texts and audio files which deal with global issues. Discusses topics on abstract ideas. |

| Homework | minimum 20 minutes | minimum 30 minutes | minimum 45 minutes | minimum one hour |
| Time Commitment Outside of Class | May need extra help pertaining to study skills and / or new concepts. | May need extra help pertaining to study skills and / or new concepts. | Masters the curriculum without frequent reliance on intervention make-ups or tutoring. | Masters the curriculum without frequent reliance on intervention make-ups or tutoring. |

| Participation | Participation in class discussion in the target language or in English is expected. | Participation in class discussion in the target language is expected. Some clarification in English may be necessary. | Participation in class discussion in the target language is expected and graded. | Participation in class in the target language is expected and graded. |
Foreign Language Programs

**FRENCH**

- French I CP1
  - French II H
  - French III H
  - French IV H
  - AP French Language
  - French V H

- French IA CP-1

**GERMAN**

- German I CP1
  - German II CP1
  - German III CP1
  - German IV CP1

**CHINESE**

- Mandarin Chinese I CP1
  - Mandarin Chinese II CP1
  - Mandarin Chinese III H

**LATIN**

- Latin I Language & Culture CP2
  - Latin II Language & Culture CP2
  - Latin I CP1
  - Latin II CP1
  - Latin III CP1
  - Latin IV CP1

- Latin I H
  - Latin II H
  - Latin III H
  - Latin IV H or AP Latin

**SPANISH**

- Spanish I Language & Culture CP2
  - Spanish II Language & Culture CP2
  - Spanish I CP1
  - Spanish II CP1
  - Spanish III CP1
  - Spanish IV CP1
  - Spanish V CP1

- Spanish II H
  - Spanish III H
  - Spanish IV H
  - Spanish V H
  - AP Spanish
The goal of the Foreign Language Department is communicative proficiency in a second language. We believe, as stated in the Massachusetts Curriculum Frameworks, “all students should become proficient in at least one language other than English by the time they graduate from high school.” To accomplish this will require time, effort, and daily practice on the part of the student as well as a commitment to the longest sequence possible. Obviously, the earlier the point of entry into formal language study, the better the chance of attaining a high level of proficiency in all four-language skills: i.e., listening, speaking, reading, and writing. While weekly visits to the language lab are required in the modern languages, reading and writing are stressed in the classical languages. Cultural literacy is also a strong component of all foreign language learning. History, literature, mythology, art, architecture, geography, music, and customs are important aspects of the curriculum and are incorporated into all levels of instruction.

N.B. With regards to college entrance requirements, please keep in mind that most four year schools (both public and private) require at least two years of foreign language study (one language) at the high school level. For this reason, it is recommended that a student who has begun his/her foreign language study in the middle school (grades 7 and 8) complete the third year curriculum of that language (French III or Spanish III). Furthermore, the more competitive private colleges require at least three years of one foreign language on the high school transcript.

**CHINESE**

**MANDARIN I CP-1**
- Year Course
- Prerequisite: Enrollment in English CP1 or Honors, Open to: Fr., So., Jr., Sr. or Department Chairperson Approval
- Sr. who is enrolled in another foreign language program

This course is an introduction to Mandarin Chinese, the focus of which will be the development of all four-language skills: listening, speaking, reading, and writing. Writing will focus on the Chinese alphabet and the Kang Xi radicals. Students will explore the traditional and simplified characters used in mainland China, Hong Kong, and Taiwan. Additionally, there will be extensive use of audio resources and the language laboratory.

**MANDARIN II CP-1**
- Year Course
- Prerequisite: Mandarin Chinese I, min grade of 75 and Department Chairperson Approval

This course is a continuation of Mandarin I and will focus on the development of all four-language skills: speaking, listening, reading, and writing. Writing will focus on traditional and simplified characters used in mainland China, Hong Kong, and Taiwan, as well as on the 214 Kang Xi radicals that represent the Mandarin alphabet. Additionally, there will be extensive use of audio resources, the language laboratory, and cultural and visual materials to provide a comprehensive overview of China and Chinese culture.
MANDARIN III HONORS
Year Course 5 credits
Prerequisite: min grade of 86 in Mandarin II CPI Open to Jr. and Sr.

This course is a continuation of Mandarin II and will focus on the development of all four-language skills: speaking, listening, reading, and writing. Writing will focus on traditional and simplified characters used in mainland China, Hong Kong, and Taiwan, as well as on the 214 Kang Xi radicals that represent the Mandarin alphabet. Additionally, there will be extensive use of audio resources, the language laboratory, and cultural and visual materials to provide a comprehensive overview of China and Chinese culture.

FRENCH

FRENCH I CP-1
Year Course 5 credits
Prerequisite: English CP-1, Open to: Fr., So., Jr.
or Honors English, and Department Chairperson Approval

This course is the introduction to French and is conducted entirely in the target language. The curriculum on this course seeks to develop skills of listening, speaking, reading, and writing, with the greatest emphasis on the first two. The cultural focus at this level is Paris. A student must maintain a 75 to continue to French II.

FRENCH IA CP-1
Year Course 5 credits.
Prerequisite: French I and Department Head Approval Open to: Fr., So., Jr.

This course is a review and continuation of Level I curriculum and has as its primary goal: the preparation of students for success in French II. Students, who receive an average of less than 75 in Level I, must take this course before continuing on to French II. This course fulfills the foreign language requirement for graduation from Walpole High School.

FRENCH II CP-1
Year Course 5 credits
Prerequisite: French I, min. grade of 75, Open to: Fr., So., Jr., Sr.
Or Department Chairperson Approval

This is the second level of the standard sequence in French. Emphasis is placed on the continued development of the four basic language skills and exploration of cultural aspects of France and Canada. A student must maintain a 75 to continue to French III.
FRENCH II HONORS
Year Course 5 credits
Prerequisite: French I, min. grade of 91, Open to: Fr., So., Jr., Sr.
Or Department Chairperson Approval

This course is designed for students who have demonstrated excellence in French I. The curriculum of this course includes an exploration of cultural aspects of France and Canada. As in the standard French II course, all four language skills are developed but with higher expectations for student performance.

FRENCH III CP-1
Year Course 5 credits
Prerequisite: French II, min grade of 75, Open to: So., Jr., Sr.
Or Department Chairperson Approval

This is the third level of the standard sequence in French. Once again, emphasis is placed on the development of the four basic language skills and exploration of the cultural aspects of francophone countries. A student must maintain a 75 to continue to French IV.

FRENCH III HONORS
Year Course 5 credits
Prerequisite: French II, min grade of 91, or 80 in II Honors, Open to: So., Jr., Sr.
Or Department Chairperson Approval

This course is more accelerated and rigorous than the standard third year sequence in French. Emphasis is placed on the continued development of the four basic language skills and further exploration of cultural aspects of francophone countries.

FRENCH IV CP-1
Year Course 5 credits
Prerequisite: French III, min grade of 75, Open to: Jr., Sr.
Or Department Chairperson Approval

This is the fourth level of the standard sequence in French. Emphasis is placed on the advanced development of the four basic language skills and additional exploration of cultural aspects of francophone countries. A student must maintain a 75 to continue to French V.

FRENCH IV HONORS
Year Course 5 credits
Prerequisite: French III, min grade of 91, or 80 in III Honors, Open to: Jr., Sr.
Or Department Chairperson Approval

This course is more accelerated and rigorous than the standard 4th year sequence in French. Emphasis is placed on the continued development of the four basic language skills and further exploration of cultural aspects of francophone countries.
FRENCH V CP-1 FRENCH MEDIA AND FILM
Year Course
Prerequisite: French IV, min grade 85, Open to: Sr.
Or Department Chairperson Approval

The French Media and Film course engages students in an exploration of culture in both contemporary and historical contexts. Through study of global themes via literary texts, contemporary music, film, short films, and advertising, students will gain a better cultural understanding of the francophone world. Oral presentations, written reflections, and independent projects will be a requirement for this course. Grammar points will be presented so that students will learn language structures in context and use them to convey meaning. This course is conducted exclusively in French.

FRENCH V HONORS – FRENCH MEDIA AND FILM
Year Course
Prerequisite: French IV, min grade of 91, or 78 in French IV Honors Open to: Sr.
Or Department Chairperson Approval

The French Media and Film course engages students in an exploration of culture in both contemporary and historical contexts. Through study of global themes via literary texts, contemporary music, film, short films, and advertising, students will gain a better cultural understanding of the francophone world. Oral presentations, written reflections, and independent projects will be a requirement for this course. Grammar points will be presented so that students will learn language structures in context and use them to convey meaning. This course is conducted exclusively in French.

AP FRENCH LANGUAGE
Year Course
Prerequisite: French IV Honors, min grade of 88, Open to: Sr.
Or Department Chairperson Approval

AP French Language is the equivalent of a fifth semester college course. It goes beyond French V Honors curriculum (described above) by preparing students for the AP French Language Exam. For this reason, the course includes literary selections which are more challenging than in the French V Honors course and requires completion of the workbook entitled: AP French: A Guide for the Language Courses. This program also includes grammatical exercises, frequent compositions, listening comprehension exercises, as well as recorded exercises in the language lab. All students taking this course must take the AP exam.
GERMAN

GERMAN I CP-1
Year Course  
Prerequisite: English CP-1, or Honors English, Or Department Chairperson Approval
Open to: Fr., So., Jr.
This course is designed to introduce students to the German language and culture. Students will develop skills in listening, speaking, reading, and writing and will be expected to actively use the target language both in the classroom and in the language lab. The approach to instruction will be one of total immersion in German. A student must maintain a 75 for the academic year to be eligible to elect German II. This course meets the high school graduation requirement.

GERMAN II CP-1
Year Course  
Prerequisite: German I CP-1, min grade of 75, Or Department Chairperson Approval
Open to: So., Jr., Sr.
This course is designed for students who, after having completed German I, have demonstrated proficiency at the novice mid-level. All four-language skills will be emphasized: listening, speaking, reading, and writing. Students will be expected to actively use the target language both in the classroom and in the language lab. The approach to instruction will be one of total immersion in German. The study of German culture will also be an integral part of the curriculum.

GERMAN III CP-1
Year Course  
Prerequisite: German II, min grade of 75, Or Department Chairperson Approval
Open to: Jr., Sr.
Students will continue their study of the language and culture of Germany. Topics will include daily life, politics, history, sociology, professions, health, the environment, and theater. Students will be asked to express their opinions about these topics via discussion and written compositions. Students will also deepen their knowledge of German grammar to include compound verbs tenses, the subjunctive mood, and passive voice. German III will be taught using only the target language to explain all vocabulary and grammatical concepts. Students will be expected to speak only German in class amongst themselves and with the instructor.
GERMAN IV CP-1
Year Course 5 credits
Prerequisite: German III, min grade of 75, Open to: Sr.
Or Department Chairperson Approval

This course will emphasize the development of all four-language skills: listening, speaking, reading, and writing. Authentic literary and nonliterary texts will be introduced as well as essay writing. In addition, the culture of Germany will be explored, with emphasis on German art, architecture, and history.

LATIN

LATIN I HONORS
Year Course 5 credits
Prerequisite: enrolled in French, Open to: Fr., So., Jr.
Spanish, or Honors English, and Or Department Chairperson Approval

This is the introductory course of the Latin Honors program. It is designed for those students who have demonstrated strong verbal skills in either their English or foreign language class and who prefer an accelerated approach to the study of Latin. In this class, the study of basic grammatical structures and vocabulary is more intensive than in the standard Latin I class. Culture units are more in depth and outside projects and papers will be assigned. Latin roots and English derivatives will also be a component of the course. Students who achieve an 80 in this class will be recommended for Latin II Honors and will, at the end of two years, be prepared to read authentic literature of classical Rome.

LATIN I CP-1
Year Course 5 credits
Prerequisite: enrolled in English CP-1 Open to: Fr., So., Jr.
or Honors, or students who have received a min grade
of 81 in Latin I CP-2, Or Department Chairperson Approval

The main focus of Level I is the introduction and development of the basic grammatical structures of Latin. There is an introduction to the culture, mythology, and history of Rome as well as simple Latin readings and projects. This course will also include the study of everyday Latin expressions, Latin roots, and English derivatives.

LATIN LANGUAGE AND CULTURE I CP-2
Year Course 5 credits
Prerequisite: enrolled in English CP-2, and Open to: Fr., So. Jr
Department Chairperson Approval

This Latin course will fulfill the Walpole High School foreign language requirement for graduation. The emphasis will be on improving English vocabulary by studying prefixes, suffixes, and common roots. Topics will include numbers, parts of the body, medical terms, sports, and mythology. Each topic will be enhanced with extensive cultural study of the
world of the ancient Greeks and Romans. The rudiments of Latin CP-1 will be studied during the second semester with simple readings in Latin and an introduction to Latin grammar.

**LATIN II HONORS**
Year course 5 credits
Prerequisite: Latin I Honors, min grade of 80, Open to: So., Jr.
or 91 in Latin I CP-1 or Department Chairperson Approval

This course is offered only to students who have done exceptionally well in Level I and who have their teacher's recommendation. The honors program is an accelerated and more in-depth approach to the same material covered in Latin II. Several independent study projects are required.

**LATIN II CP-1**
Year Course 5 credits
Prerequisite: Latin I CP-1, min grade of 75, or Open to: So., Jr., Sr.
Department Chairperson Approval

This course completes the study of the basic grammatical structures. The class also covers Latin expressions used in English, ancient history - from the founding of Rome through the fall of the emperor Nero, with emphasis on the first 5 emperors, mythology, the geography of the Roman Empire, and the architecture of the city of Rome. There is also an introduction to Latin literature through adapted readings of Plautus, Martial, and Pliny, and mythological tales.

**LATIN LANGUAGE AND CULTURE II CP2**
Year Course 5 credits
Prerequisite: Latin Language and Culture CP2 min grade of 75 Open to: So., Jr., Sr.

This course is a continuation of the Latin Language and Culture I CP-2 curriculum. The emphasis in this course will be on improving English vocabulary by studying prefixes, suffixes, and common word roots. The study of grammar from Latin I CP-2 will continue and the focus will be on reading short stories in Latin. Each unit will be supplemented with the study of mythology and culture.

**GREEK MYTHOLOGY CP-1**
Semester Course 2.5 credits
Prerequisite: Department Chairperson approval Open to: Jr., Sr.

In this comprehensive survey of Greek mythology, we will explore the countless tales woven in ancient Greece of gods and heroes, from the birth of the universe out of Chaos to the homecoming of Odysseus. We will study the three categories of myth and how mythologies of other cultures are similar to that of the Greeks. Additional focus will be the impact of Greek mythology on Western culture. Translated selections from Greek and Roman authors will be our primary texts, and students will be expected to complete nightly reading
assignments in preparation for class discussions and assessments. This course does NOT fulfill the language requirement for graduation.

**ROMAN CIVILIZATION CP-1**

Semester Course 5 credits
Prerequisite: Department Chairperson Approval Open to: Jr., Sr.

In this course students will examine the history and culture of the ancient Romans from the earliest archaeological evidence through the eras of kingdom, republic, and empire. Using primary sources—including images, inscriptions, and literature (in translation)—we will attempt to understand what kind of people the Romans were, what they valued, and how the legacy of the ancient Romans remains with us as Americans in the 21st century. Translated selections will be our primary texts, and students will be expected to complete nightly reading assignments in preparation for class discussions and assessments. This course does NOT fulfill the language requirement for graduation.

**LATIN III HONORS**

Year Course 5 credits
Prerequisite: Latin II Honors, min grade of 80, Open to: Jr., Sr.
or 91 in Latin II CP-1, or Department Chairperson Approval

The honors program is an accelerated and more in-depth approach to the same material covered in Latin III. Along with the topics of Latin II, this program includes the myths of Ovid and the plays of Plautus. Several independent study projects are required, as well.

**LATIN III CP-1**

Year Course 5 credits
Prerequisite: Latin II, min grade of 75, Open to: Jr., Sr.
Or Department Chairperson Approval

This course introduces students to the varied genres of classical literature interspersed with a review of grammar. The students will study Hercules, Medieval Latin, and the poetry of Martial and Catullus. The texts will be discussed both from a literary and historical perspective. Roman history, mythology, and the city of Pompeii will also be studied. To help juniors with SAT's there will be an extensive study of word ancestry, roots, prefixes, and suffixes.

**LATIN IV HONORS**

Year Course 5 credits
Prerequisite: Latin III Honors, min grade of 80, Open to: Sr.
Latin III CP-1, min grade of 91, Or Department Chairperson Approval

This course will focus on the theme of the "hero" in ancient literature and mythology. Parts of Virgil's *Aeneid* will be read and discussed as a literary work of art. The Iliad and Odyssey will be examined in translation, as well as certain Greek tragedies. Stories about real-life
Roman heroes, written by Livy, Cicero, Sallust, and Caesar will also be read. There will be a review of Latin grammar. Roman history, from the Golden Age to the fall of Rome, will also be studied.

**LATIN IV CP-1**
Year Course 5 credits
Prerequisite: Latin III, min grade of 75
Open to: Sr.

In this course students shall read selections from a wide variety of Latin authors, strengthening at the same time their reading skills and their appreciation for ancient literature. Pertinent cultural topics shall be explored in depth, and students’ grasp of Latin grammar and vocabulary shall be thoroughly augmented.

**AP LATIN**
Year Course 5 credits
Prerequisite: min grade of 88 in Latin III H
Open to Sr.

In this course, students will be expected to translate accurately from Latin to English selections from Caesar as well as to demonstrate a grasp of grammatical structures and vocabulary. Since the appreciation of Latin literature requires an understanding of the literary techniques and poetic meters of a classical author, stylistic analysis will be an integral part of this course. In addition, AP Latin will include the study of the cultural, social, and political context of Caesar’s work. Students will be required to take the AP Latin exam in May.

**SPANISH**

**SPANISH I LANGUAGE AND CULTURE CP-2**
Year Course 5 credits
Prerequisite: enrolled in English CP-2, or recommendation from middle school teachers
Open to: Fr., So. Jr.

This course is designed to provide students with strategies for learning basic grammar and vocabulary. Class activities focus on communicative skills. Emphasis will be placed on cultural comparisons and the role of linguistic diversity in the 21st century. This course fulfills the foreign language requirement for graduation from WHS. Students who achieve a 75 in this course will be eligible for Spanish II CP-2 Language and Culture.

**SPANISH I CP-1**
Year Course 5 credits
Prerequisite: enrolled in English CP-1 or Honors
Open to: Fr., So., Jr.

This is the first year course of Spanish. As such, students will begin to develop skills in listening, speaking, reading, and writing. Students will be asked to listen and to speak the
language on a daily basis. Basic grammar will also be taught. A student must maintain a 75 average for the academic year in order to continue to Spanish II.

**SPANISH II LANGUAGE AND CULTURE CP-2**
Year Course  
Prerequisite: Spanish I CP-1 min grade of 60  
Spanish Language and Culture CP-2 min grade of 75  
Open to: Fr, So, Jr, Sr

This course is a continuation of Spanish I CP2. Students will review and continue to build their foundation in grammar and vocabulary. Strategies and techniques for language learning is a continual focus, as well as emphasis on the cultural component of the Spanish speaking world. A student must maintain a 75 average in order to go on to Spanish II CP-1 Language and Culture the following year.

**SPANISH II CP-1**
Year Course  
Prerequisite: Spanish I CP-1 min grade of 75  
Spanish I CP-2 min grade of 90 or Department Chairperson approval  
Open to: Fr., So., Jr., Sr.

This course is the second sequence of the Spanish program. Students will continue in the same format as Level I as they develop all four language skills; listening, speaking, reading, and writing. Continued emphasis will be given to communication in the language. A student must maintain a 75 average in order to go on to Spanish III the following year.

**SPANISH II HONORS**
Year Course  
Prerequisite: Spanish I, min grade of 91, or  
Or Department Chairperson Approval  
Open to: Fr, So, Jr, Sr

This course is designed for students who have demonstrated excellence in Spanish I. As in the standard Spanish II course, all four language skills are developed but with higher expectations for student performance. The cultures of Mexico and the Caribbean countries are explored through readings and accompanying audio-visual materials.

**SPANISH III CP-1**
Year Course  
Prerequisite: Spanish II CP-1, min grade of 75, or  
Department Chairperson Approval  
Open to: So., Jr., Sr.

This course is the third sequence of standard, on-level Spanish program. In this course, all four-language skills are developed with the continued emphasis on oral proficiency. The cultural focus of the course is Spain, as students will explore the geography and cultural traditions of the Iberian Peninsula.
SPANISH III HONORS
Year Course 5 credits
Prerequisite: Spanish II, min grade of 91, or 80 in
Spanish II Honors or Department Chairperson Approval
Open to: So., Jr., Sr.

This course is designed for students who have demonstrated excellence in Spanish II. The pace of the program is accelerated and the expectations for student performance are high. As in the standard Spanish III course, all four-language skills are developed with continued emphasis on oral proficiency. The cultural focus of the program is Spain, as students will explore the geography and traditions of the Iberian Peninsula.

SPANISH IV CP-1
Year Course 5 credits
Prerequisite: Spanish III, min grade of 75, or
Open to: Jr., Sr.
Department Chairperson Approval

This advanced Spanish course has a dual purpose. It reviews the main elements of grammar and provides practice of all four-language skills. The course is conducted entirely in Spanish and stresses communicative competence. Cultural materials are introduced relating to geography, art, music, and current events of both Spain and Latin America.

SPANISH IV HONORS
Year Course 5 credits
Prerequisite: Spanish III, min grade of 91, or 80 in
Open to: Jr., Sr.,
Spanish III Honors or Department Chairperson Approval

This course is designed for students who have demonstrated excellence in Spanish III. All four-language skills are developed as in the standard Spanish IV sequence but with higher expectations for student performance in the target language. The cultural focus of this program is Latin America. Students will explore the countries of Central and South America through the study of geography, history, and current events. Readings will include both literary and non-literary texts.

SPANISH V CP-1
Year Course 5 credits
Prerequisite: Spanish IV, min. grade of 75, or
Open to: Sr.
Department Chairperson Approval

This course is designed for students who wish to maintain all four-language skills gained in Spanish IV: listening, speaking, reading, and writing. Frequent use of the language lab will be a feature of the course, as students will be asked to communicate orally on a regular basis. A strong audio-visual component will serve to enhance listening skills and to gain insight into the target culture. Some reading of both literary and non-literary texts will also be included. This course will be conducted entirely in Spanish and will stress student-centered activities.
SPANISH V HONORS
Year Course: 5 credits
Prerequisite: Spanish IV, min grade of 91, or 80 in Spanish IV Honors, or Department Chairperson Approval
Open to: Sr.

This is the fifth year of our sequential program in Spanish. The course is designed thematically to give students an insight into Hispanic culture, values, and traditions. Topics include: the family, legends, myths, and fantasy; children, male and female relationships, revolution, and civil war, etc. Each of these will be analyzed as to the role they play and the influence they have had on Spanish society. Sources for these topics will be Spanish literature (both peninsular and Latin America), Spanish art, Spanish music, and current events. Great emphasis will be given to communicative competence, as students will be asked to clarify their own values regarding the topics studied. The course will also include composition writing and an extensive grammatical review.

SPANISH V ADVANCED PLACEMENT
Year Course: 5 credits
Prerequisite: Spanish IV Honors, min grade of 88, or Department Chairperson Approval
Open to: Sr.

Spanish V-AP is the equivalent of a fifth semester college course. The purpose of the course is twofold: (1) to bring students to an advanced proficiency level in listening, speaking, reading, and writing, and (2) to prepare students for the Spanish Language Exam in the spring. Students taking this course will be required to write compositions on a regular basis, to make frequent recordings in the language lab, and to read both literary and non-literary texts, which are more difficult than those read in Spanish V Honors. An extensive review of grammar will also take place. Any student taking this course must take the Spanish Language AP Exam in May.
### HEALTH & FITNESS PROGRAM

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LENGTH</th>
<th>CREDITS</th>
<th>OPEN TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Physical Education</td>
<td>Semester</td>
<td>2.5</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Semester</td>
<td>2.5</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Adapted Physical Education</td>
<td>Semester</td>
<td>2.5</td>
<td>9-12</td>
</tr>
<tr>
<td>Health</td>
<td>Semester</td>
<td>2.5</td>
<td>9-12</td>
</tr>
</tbody>
</table>

Health and Physical Education have been integrated to teach effective means of establishing a lifestyle based on healthy attitudes and actions. Fitness for life is an active process of becoming aware of and making positive choices toward a better-adjusted lifestyle. Health has six dimensions: Physical, Emotional, Mental, Social, Spiritual, and Environmental. A modern Health and Physical Education program can and should result in many benefits for students, staff, and community members. These benefits would include healthier, self-confident, more relaxed individuals who are educated in enjoyable and affordable ways to initiate and maintain a healthy lifestyle.

**FRESHMAN PHYSICAL EDUCATION**

Prerequisite: None

Physical Education units for freshmen include the following:

**Fall/Spring**
- Flag football, jogging/power walking,
- outdoor challenge education, tennis,
- physical fitness testing, soccer/speedball,
- softball, track

**Winter**
- Basketball, floor hockey, indoor soccer,
- physical fitness testing, volleyball,
- fitness center/aerobics, recreational games

**PHYSICAL EDUCATION**

Prerequisite: None

Physical Education units for sophomores and juniors include the following:

Conditioning courses, golf, jogging/power walking, archery, outdoor challenge education, recreational team sports (indoor), recreational team sports (outdoor), tennis, volleyball, badminton, fitness center/aerobics, pilates, yoga, frisbee golf, softball.

**ADAPTED PHYSICAL EDUCATION**

Prerequisite: Special Education Referral

Adapt means to make suitable, to adjust, accommodate, or modify in accordance with identified needs. These needs may be developmental or environmental. Educators adapt curriculum content, instruction, assessment, and evaluation methodology, and physical environment, but they also help students to adapt. This class would be for any student referred through guidance or special education. Adapted Physical Education may be included in a student’s Special Education Plan.
HEALTH *
Prerequisite: None

The topics studied include the following: (a) introduction to health and effective decision-making; (b) mental health (self-esteem, peer pressure, body image, stress); (c) emotional health (depression, suicide prevention, coping with loss); (d) substance abuse prevention (tobacco, alcohol, illegal drugs); (e) non-infectious diseases (cardiovascular disease, cancer, diabetes); (f) human sexuality (reproduction, contraception and sexually transmitted diseases); (g) abuse & violence (dating violence, domestic abuse, harassment, hazing); (h) current health issues.

* GRADUATION REQUIREMENT-Every student MUST take and pass one semester of Health.
## MATHEMATICS

### Level Expectations

<table>
<thead>
<tr>
<th></th>
<th>CP2</th>
<th>CP1</th>
<th>HR</th>
<th>A.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pace</strong></td>
<td>Teachers provide repetition of topics, and conduct regular re-teaching.</td>
<td>Teachers provide some re-teaching and repetition of selected topics.</td>
<td>Teachers have an expectation of prior knowledge, use an accelerated pacing</td>
<td>Teachers have an expectation of prior knowledge, use an accelerated pacing and have abbreviated course time for tests.</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Students may require frequent prompts and in class support to solve problems.</td>
<td>Students show independence but benefit from prompts when solving problems.</td>
<td>Student is an independent learner able to solve problems independently and not limited to teacher taught techniques used on similar problems.</td>
<td>Student is an independent learner able to solve problems independently and not limited to teacher taught techniques used on similar problems.</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Students receive guidance to use mathematical terms and symbols; assistance given to explain solutions to problems in context.</td>
<td>Students use mathematical terms and symbols with minimal assistance; capable of explaining solutions in context.</td>
<td>Students use precise and appropriate mathematical terms and symbols; students can make clear effective explanations of solutions.</td>
<td>Students use precise and appropriate mathematical terms and symbols; students can make clear effective explanations of solutions.</td>
</tr>
<tr>
<td><strong>Reading Skills</strong></td>
<td>Students receive guidance to distinguish between pertinent and extraneous information. Students may not accurately interpret the question; sometimes understand vocabulary, notations, charts, etc.</td>
<td>Students often distinguish between pertinent and extraneous information. Student interprets questions accurately and completely; often understand vocabulary, notations, charts, etc.</td>
<td>Students consistently distinguish between pertinent and extraneous information; interpret questions accurately and completely, anticipate further uses; understand vocabulary, etc.</td>
<td>Students consistently distinguish between pertinent and extraneous information; interpret questions accurately and completely, anticipate further uses; understand vocabulary, etc.</td>
</tr>
<tr>
<td><strong>Analytical/Critical Thinking Skills</strong></td>
<td>Students sometimes use an adequate strategy to approach a problem. Students demonstrate a difficulty with mathematical reasoning.</td>
<td>Students use an adequate strategy that leads to a solution. Students use and demonstrate adequate mathematical reasoning to correctly solve problems.</td>
<td>Students use efficient and/or sophisticated strategy leading directly to a solution and apply procedures accurately. He/she makes relevant observations or connections.</td>
<td>Students use efficient and/or sophisticated strategy leading directly to a solution and apply procedures accurately. He/she makes relevant observations or connections.</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>Students are expected to solve problems very similar to work in class. Students receive a daily homework review.</td>
<td>Students are expected to solve problems similar to work in class and receive a review of selected homework problems.</td>
<td>Students are expected to extend knowledge of work done in class and review only homework when necessary.</td>
<td>Students are expected to extend knowledge of work done in class and review limited homework.</td>
</tr>
<tr>
<td><strong>Time Commitment – Outside of Class</strong></td>
<td>Students need assistance with time management and frequent reminders of deadlines. Students may sometimes receive outside help to maintain coursework.</td>
<td>Students have good time management skills but sometimes need reminders of deadlines. Students may sometimes receive outside help to maintain coursework.</td>
<td>Students have strong time management skills, ability to meet all deadlines and plan for long term projects. Students should not rely on help from others to maintain coursework.</td>
<td>Students have excellent time management skills, ability to meet all deadlines, and plan for long term projects independently. Students should not rely on help from others to maintain coursework.</td>
</tr>
</tbody>
</table>
# MATHEMATICS PROGRAM

<table>
<thead>
<tr>
<th>Grade</th>
<th>HONORS</th>
<th>COLLEGE PREP 1</th>
<th>COLLEGE PREP 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Algebra I</td>
</tr>
<tr>
<td>10</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Geometry</td>
</tr>
<tr>
<td>11</td>
<td>Algebra II</td>
<td>Algebra II</td>
<td>Algebra II</td>
</tr>
<tr>
<td>12</td>
<td>Calculus Statistics</td>
<td>Calculus Discrete Math</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

## ADVANCED PLACEMENT
- Calculus AB
- Calculus BC
- Statistics

*TAking Two Courses Simultaneously*

There are opportunities to “double up” on math courses at certain points in the curriculum. However, due to cumulative nature of mathematics, these opportunities are limited by the need for specific prerequisite skills before enrolling in certain courses.

The following criteria must be met in order for a student to take two math courses simultaneously:

- The student must have a teacher recommendation and department head approval before enrolling in two math courses.
- Taking two math courses simultaneously should not be coupled with a level change, as taking two courses at the same time is a challenge unto itself.

The following courses can be taken simultaneously, if the above criteria are met:
- Algebra II and Statistics

The Mathematics curriculum attempts to provide learning experiences for all students consistent with their academic abilities, needs, and aspirations. The program offered by the Mathematics Department reflects an awareness that we live in a complex age in which mathematics plays an increasingly important role for society and the individual alike. The intent of the curriculum is to present mathematics as a useful, exciting, and creative area of study that can be appreciated, enjoyed, and mastered by all students. Particular emphasis is placed on understanding mathematics with the goal of preparing students to adapt in a continuously changing, technical world. Students will be challenged to achieve mathematical power through problem solving, communicating mathematically, reasoning, and making connections.
CORE CURRICULUM

ALGEBRA I HONORS
Year Course 5 credits
Prerequisite: Advanced Grade 8 Math; min grade of 88
Grade 8 Math; min grade of 93 Or Department Head Approval
Open to: Freshmen

This course is the first in a three-year sequence of courses that prepares students for AP Calculus in their senior year. Instructional time will focus on the following critical areas: deepening and extending understanding of linear and exponential relationships; solving systems of linear equations and inequalities; contrasting linear and exponential relationships with each other and engaging in methods for analyzing, solving, and using quadratic functions; applying linear models to data that exhibit a linear trend. Concepts will be explored in greater depth and extended to include the study of additional topics such as multi-variable and non-linear systems of equations, complex numbers, radical equations, and inverse functions.

ALGEBRA I CP1
Year Course 5 credits
Prerequisite: Grade 8 Math; min grade of 80
Or Department Head Approval
Open to: Freshmen

This course formalizes and extends the mathematics that students learned in the middle grades. Instructional time will focus on the following critical areas: deepening and extending understanding of linear and exponential relationships; solving systems of linear equations and inequalities; contrasting linear and exponential relationships with each other and engaging in methods for analyzing, solving, and using quadratic functions; applying linear models to data that exhibit a linear trend. Other topics to be studied include sequences, piecewise-defined functions, rational exponents, and statistical data displays. Concepts will be explored in greater depth and may be extended to include the study of additional topics.

ALGEBRA I CP2
Year Course 5 credits
Prerequisite: Grade 8 Math Or Department Head Approval
Open to: Freshmen

This course formalizes and extends the mathematics that students learned in the middle grades. Instructional time will focus on the following critical areas: deepening and extending understanding of linear and exponential relationships; solving systems of linear equations and inequalities; contrasting linear and exponential relationships with each other and engaging in methods for analyzing, solving, and using quadratic functions; applying linear models to data that exhibit a linear trend. Other topics to be studied include sequences, piecewise-defined functions, rational exponents, and statistical data displays.
GEOMETRY HONORS
Year Course 5 credits
Prerequisite: Algebra Honors; min grade of 80, Open to: So
Algebra I CP1; min grade of 91, or Department Head Approval

This course is the second in a three-year sequence of courses that prepares students for AP Calculus in their senior year. Instructional time will focus on the following critical areas: establishing criteria for congruence of triangles based on rigid motions; establishing criteria for similarity of triangles based on dilations and proportional reasoning; developing explanations of circumference, area, and volume formulas; applying the Pythagorean Theorem in the coordinate plane; proving basic geometric theorems. Other topics to be studied include right triangle trigonometry and working with conditional and compound probability. Concepts will be explored in greater depth and extended to include the study of additional topics such as the Laws of Sines and Cosines and their various applications.

GEOMETRY CP1
Year Course 5 credits
Prerequisite: Algebra I CP1; min grade of 75, Open to: So.
Algebra I CP2; min. grade of 93 or Department Head Approval

This course is designed to develop good habits for valid deductive and inductive reasoning through the study of the size, shape and position of figures, their measurements and relationships. Instructional time will focus on the following critical areas: establishing criteria for congruence of triangles based on rigid motions; establishing criteria for similarity of triangles based on dilations and proportional reasoning; developing explanations of circumference, area, and volume formulas; applying the Pythagorean Theorem in the coordinate plane; proving basic geometric theorems. Other topics to be studied include right triangle trigonometry and working with conditional and compound probability. Concepts will be explored in greater depth and may be extended to include the study of additional topics.

GEOMETRY CP2
Year Course 5 credits
Prerequisite: Algebra I CP2, or Department Head Approval Open to: So.

This course is designed to develop good habits for valid deductive and inductive reasoning through the study of the size, shape and position of figures, their measurements and relationships. Instructional time will focus on the following critical areas: establishing criteria for congruence of triangles based on rigid motions; establishing criteria for similarity of triangles based on dilations and proportional reasoning; developing explanations of circumference, area, and volume formulas; applying the Pythagorean Theorem in the coordinate plane; proving basic geometric theorems. Other topics to be studied include right triangle trigonometry and working with conditional and compound probability.
ALGEBRA II HONORS
Year Course 5 credits
Prerequisite: Geometry Honors; min grade of 80, or Geometry CP1; min grade of 91, or Department Head Approval
Open to: Jr.

This course is the third in a three-year sequence of courses that prepares students for AP Calculus in their senior year. Instructional time will focus on the following critical areas: relating the arithmetic of polynomial and rational expressions to the arithmetic of rational numbers; expanding understanding of functions and graphing to include trigonometric functions; synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions. Other topics to be studied include data displays and summary statistics, probability, and data collection methods. Concepts will be explored in greater depth and extended to include the study of additional topics such as binomial expansion, graphs of rational functions, and solving trigonometric equations.

ALGEBRA II CP1
Year Course 5 credits
Prerequisite: Geometry CP1; min grade of 75, or Geometry CP2; min grade of 93, or Department Head Approval
Open to: Jr.

This course builds on the work done in Algebra I and extends the repertoire of functions to include logarithmic, polynomial, rational, radical, and trigonometric functions. Instructional time will focus on the following critical areas: relating the arithmetic of polynomial and rational expressions to the arithmetic of rational numbers; expanding understanding of functions and graphing to include trigonometric functions; synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions. Other topics to be studied include data displays and summary statistics, probability, and data collection methods. Concepts will be explored in greater depth and may be extended to include the study of additional topics.

ALGEBRA II CP2
Year Course 5 credits
Prerequisite: Geometry CP2 or Department Head Approval
Open to: Jr.

This course builds on the work done in Algebra I and extends the repertoire of functions to include logarithmic, polynomial, rational, radical, and trigonometric functions. Instructional time will focus on the following critical areas: relating the arithmetic of polynomial and rational expressions to the arithmetic of rational numbers; expanding understanding of functions and graphing to include trigonometric functions; synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions. Other topics to be studied include data displays and summary statistics, probability, and data collection methods.
MATH ELECTIVES

DISCRETE MATH CP1
Year Course 5 credits
Prerequisite: Algebra II CP1; min. grade of 75, or Algebra II CP2; min. grade of 93, or Department Head Approval
Open to: Sr. only

Discrete mathematics requires problem-solving strategies be applied to real-world application, develops verbal and written skills in the process of problem-solving, and promotes mathematical connections across disciplines. Course content includes but is not limited to management science, probability and counting techniques, voting and social choice, fairness and game theory, identification numbers and information science, and number theory. Concepts will be explored in greater depth and may be extended to include the study of additional topics.

DISCRETE MATH CP2
Year Course 5 credits
Prerequisite: Algebra II CP2 or Department Head Approval
Open to: Sr. only

Discrete mathematics requires problem-solving strategies be applied to real-world application, develops verbal and written skills in the process of problem-solving, and promotes mathematical connections across disciplines. Course content includes but is not limited to management science, probability and counting techniques, voting and social choice, fairness and game theory, identification numbers and information science, and number theory.

CALCULUS HONORS
Year Course 5 credits
Prerequisite: Algebra II Honors, min. grade 80
Or Department Head Approval
Open to: Seniors

Calculus Honors is a challenging course provided for students who have shown above average ability and motivation in mathematics. The focus is on developing an understanding of the concepts of calculus and providing practice with its methods and applications. Graphing calculators are used regularly to explore and to assist in interpreting results. The main topics of the course include limits, rates of change, derivatives, graphical analysis, and applications of the derivative, and integration.

INTRO TO CALCULUS CP1
Year Course 5 credits
Prerequisite: Algebra II CP1; min. grade of 75, or Department Head Approval
Open to: Sr. only

This course is designed to reinforce algebra skills and introduce students to some of the foundations of calculus. Topics covered include functions, polynomials, exponents and
logarithms, limits, derivatives, and derivative applications. There is an emphasis on relating previously-learned skills to calculus concepts.

STATISTICS HONORS
Year Course 5 credits
Prerequisite: Geometry HR; min. grade of 80, co-requisite: Algebra II or Geometry CP1; min. grade of 91, co-requisite: Algebra II or Algebra II CP1; min grade of 91, Or Department Head Approval
Open to: Jr., Sr

This course is recommended for seniors who are thinking about careers in business, the sciences, or social sciences. The course will move at a faster pace and will expect more independent learning than Statistics CP1. Topics to be studied include, but are not limited to, descriptive statistics, correlation and linear regression, data collection and analysis, experimental design, normal distributions, probability and inferential statistics including confidence intervals and significance tests. A TI-83 or TI-84 calculator is required for the class.

STATISTICS CP1
Year Course 5 credits
Prerequisite: Algebra II CP1; min. grade of 75, or Algebra II CP2; min grade of 93, Or Department Head Approval
Open to: Seniors

This course is recommended for seniors who are thinking about careers in business, the sciences, or social sciences. Topics to be studied include, but are not limited to, descriptive statistics, correlation and linear regression, data collection and analysis, experimental design, normal distributions, probability and inferential statistics including confidence intervals and significance tests.

STATISTICS CP2
Year Course 5 credits
Prerequisite: Algebra II CP2, or Department Head Approval
Open to: Seniors

This is an introductory course in statistics. Topics to be studied include, but are not limited to, data exploration, probability and random behavior, sampling distributions, estimating and bias, modeling, and normal distributions.

AP MATH COURSES

AP CALCULUS AB
Year Course 5 credits
Prerequisite: Algebra II Honors; min grade of 88, or Department Head Approval
Open to: Seniors

This course closely parallels a freshman college course. The focus is on understanding calculus concepts. A multi-representational approach is emphasized. Concepts, results, and
problems will be expressed geometrically, numerically, analytically and verbally. Graphing calculators are used regularly to reinforce the relationships among the multiple representations of functions, to confirm written results, to explore and to assist in interpreting results. The themes of the course include derivatives, integrals, limits, approximation, and applications. All students taking this course must take the AP exam. Failure to take the exam will result in removal from the AP course.

**AP CALCULUS BC**

<table>
<thead>
<tr>
<th>Year Course</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Algebra II H; Teacher Recommendation Required, Open to: Sr. only or Department Head Approval</td>
<td></td>
</tr>
</tbody>
</table>

This course addresses all of the concepts in Calculus AB and includes additional concepts not addressed in the AB curriculum. These topics include Euler’s method, L’Hopital’s rule, advanced integration techniques, improper integrals, logistic differential equations, polynomial approximations and series. A thorough analysis of planar curves given in parametric, polar, and vector forms is explored, including their derivatives. The course moves a significantly faster pace than Calculus AB and requires a high level of student motivation and independence. Completion of a prerequisite summer assignment is expected. All students taking this course must take the AP exam. Failure to take the exam will result in removal from the AP course.

**AP STATISTICS**

<table>
<thead>
<tr>
<th>Year Course</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Geometry Honors; min. grade of 88, co-requisite: Algebra II Or Algebra II Honors; min. grade of 88, Open to: Jr., Sr. or Department Head Approval</td>
<td></td>
</tr>
</tbody>
</table>

This course will cover topics dealing with descriptive statistics, methods of data collection and analysis, probability, hypothesis testing, and test of significance. The course will rely heavily on the use of technology. A TI-84 calculator is required for this class. The Advanced Placement Program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those full-year introductory college courses. The course content will conform to the guidelines established by the AP Commission. All students taking this course must take the AP exam. Failure to take the exam will result in removal from the AP course.
MEDIA

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LENGTH</th>
<th>CREDITS</th>
<th>OPEN TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Film Making I</td>
<td>Semester</td>
<td>2.5</td>
<td>10-12</td>
</tr>
<tr>
<td>Digital Film Making II</td>
<td>Semester</td>
<td>2.5</td>
<td>10-12</td>
</tr>
<tr>
<td>Advanced Film Making</td>
<td>Year</td>
<td>5</td>
<td>11-12</td>
</tr>
<tr>
<td>Digital Media Applications</td>
<td>Semester</td>
<td>2.5</td>
<td>9-11</td>
</tr>
<tr>
<td>Journalism I</td>
<td>Year</td>
<td>5</td>
<td>10-12</td>
</tr>
<tr>
<td>Journalism II</td>
<td>Year</td>
<td>5</td>
<td>11-12</td>
</tr>
<tr>
<td>Journalism III</td>
<td>Year</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Yearbook</td>
<td>Year</td>
<td>5</td>
<td>10-12</td>
</tr>
<tr>
<td>Television Production</td>
<td>Semester</td>
<td>2.5</td>
<td>9-12</td>
</tr>
<tr>
<td>Advanced Television Production</td>
<td>Year</td>
<td>5</td>
<td>10-12</td>
</tr>
</tbody>
</table>

**DIGITAL FILM MAKING I**

Semester 2.5 credits
Prerequisite: Department Chairperson Approval Open to: So., Jr., Sr.

This film class is devoted to teaching students how to make independent short films. Students study the different aspects of preproduction, production, and postproduction. These skills include script revision, storyboards, art direction, camera work, and editing. Students will complete both independent and group projects that utilize all skills learned throughout the course.

**DIGITAL FILM MAKING II**

Semester 2.5 credits
Prerequisite: Min grade of 80 in Digital Film Making I Open to: So., Jr., Sr.
Or English Department Chairperson Approval

Students learn the various aspects of hands-on filmmaking, from the technical (sound and editing) to the creative (screenwriting, directing). Working in close conjunction with the Creative Writing class, students produce and direct their own films with the opportunity of possibly earning a spot in the Walpole High School Film Festival.

**ADVANCED FILM MAKING III**

Year Course 5 credits
Prerequisite: Min grade of 80 in Digital Film Making I & II Open to: Jr., Sr.
Or English Department Chairperson Approval

Students in Digital Film Making III help teach Digital Film Making I students how to work in a film crew, set up shots, and direct scenes. All Digital Film Making III students are expected to work on the Film Festival website and blogs to keep the community up to date with ongoing projects. Each Digital Film Making III student will be required to direct a movie for the Film Festival. Digital Film Making III is only open for students who have excelled in Digital Film Making I&II or have successfully completed two Independent Film
Festival movies. Please note that Digital Film Making III runs concurrently with Digital Film Making I&II.

**DIGITAL MEDIA APPLICATIONS**

Semester Course 2.5 credits
Prerequisite: None Open to: Fr, So, Jr.

Digital Media Applications is a survey of computer-based software applications used by a variety of media industries. Students learn basic tools and techniques in the Adobe Creative Suite, including units in the following areas: Photoshop, In Design, Flash, Dream Weaver, and Premiere Pro. Students will build skills and exercise their creativity in graphic design, website design, journalism, and digital video editing in creating a number of focused projects. An online portfolio will be created by each student. Students are informed about career opportunities and prepared to pursue their talents or interests in digital media.

**JOURNALISM I**

Year Course 5 credits
Prerequisite: Min. grade of 80 in Honors English, or 90 in CP-1 English, Open to: So., Jr., Sr.
Or English Department Chairperson Approval

This course is open to students in Honors and CP-1 English levels who would like to explore the field of journalism. Emphasis will be on journalistic writing techniques as well as desktop publishing skills essential to the production of the school newspaper, *The Rebellion*. This course is recommended for students who possess strong writing skills.

**JOURNALISM II**

Year Course 5 credits
Prerequisite: Journalism I, min. grade of 80, Open to: Jr., Sr.
Or English Department Chairperson Approval

This course is open to students in English Honors and CP-1 levels who would like to continue to enhance their knowledge and skills in the field of journalism. Students in Journalism II assume greater roles of leadership in the publishing of the school newspaper, *The Rebellion*. They are expected to do much independent work.
JOURNALISM III
Year Course 5 credits
Prerequisite: Journalism II, min. grade of 90, Open to: Sr.
Or English Department Chairperson Approval

Working in conjunction with Journalism II, students in Journalism III assume roles of leadership in the publishing of the school newspaper, The Rebellion. They are expected to do significant independent work.

YEARBOOK
Year Course 5 Credits
Prerequisite: none Open to: Fr, So, Jr, Sr.

This course is open to all students who have an interest in design, writing, editing, and graphic arts. The class will engage in page design, research, copy writing, photography, graphic design, marketing, editing, and time management skills. The published yearbook is the only complete record of this school year that will ever be published. Students will create the memories that alumni can look back on five, ten, twenty years from now and reminisce fondly about. It will be students’ responsibility to create a dynamic, well-represented, creative, and professional publication that the whole school can be proud of.

TELEVISION PRODUCTION
Semester Course 2.5 credits
Prerequisite: None Open to: Fr., So., Jr., Sr.

Television Production provides theoretical knowledge and hands-on experience in television broadcast and video procedures, including studio and field production. Students operate and direct all components of television studio equipment, including camera, audio, lighting, graphics and editing. In addition, they perform in, produce, and direct productions that include newscasts, commercials, and music videos. Class size is limited.

ADVANCED TELEVISION PRODUCTION
Year Course 5 credits
Prerequisite: T.V. Prod. I, Unified Arts Dept. Head Approval Open to: So., Jr., Sr.

This more advanced course involves a theoretical approach to television production and an opportunity for students to create a school-based, student-produced television program. Students shape and define their basic skills and expand those skills by developing and producing projects that are more complex. The end result contains the elements required for planning, writing, and producing advanced programming designed to develop communication and broadcast journalism abilities. In addition, students will be required to tape and edit live school events for broadcast. Class size is limited.
MUSIC PROGRAM

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LENGTH</th>
<th>CREDITS</th>
<th>OPEN TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCERT CHOIR</td>
<td>Y</td>
<td>5</td>
<td>9-12</td>
</tr>
<tr>
<td>WOMEN'S CHOIR</td>
<td>Y</td>
<td>5</td>
<td>9-12</td>
</tr>
<tr>
<td>MEN'S CHOIR</td>
<td>Y</td>
<td>5</td>
<td>9-12</td>
</tr>
<tr>
<td>BAND</td>
<td>Y</td>
<td>5</td>
<td>9-12</td>
</tr>
<tr>
<td>ORCHESTRA STRINGS</td>
<td>Y</td>
<td>5</td>
<td>9-12</td>
</tr>
<tr>
<td>JAZZ ENSEMBLE</td>
<td>Y</td>
<td>2.5</td>
<td>9-12</td>
</tr>
<tr>
<td>MUSIC THEORY AND COMPOSITION</td>
<td>Y</td>
<td>5</td>
<td>9-12</td>
</tr>
<tr>
<td>PIANO LAB</td>
<td>S</td>
<td>2.5</td>
<td>9-12</td>
</tr>
<tr>
<td>ADVANCED PIANO LAB</td>
<td>S</td>
<td>2.5</td>
<td>9-12</td>
</tr>
<tr>
<td>MUSIC IN EVERYDAY LIFE</td>
<td>S</td>
<td>2.5</td>
<td>9-12</td>
</tr>
</tbody>
</table>

(Y) = Year  (S) = Semester

Through participation and performance in a variety of musical ensembles and programs, students will gain musical knowledge and experience, thereby enhancing their own aesthetic appreciation and that of their school and the community. The courses of study fall into the following broad categories: (a) Academic (b) Vocal (c) Instrumental.

CONCERT CHOIR

Year Course  5 Credits
Prerequisite: None  Open to: Fr., So., Jr., Sr.

Concert Choir is a performance ensemble open to all students. Students will prepare and perform a wide range of challenging choral music representative of many styles, languages and time periods. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year. Students are required to attend all performances and dress rehearsals. Students enrolled in this course are eligible to audition for, and to participate in, other vocal ensembles and festival auditions such as Southeast District and SEMSBA.
**WOMEN'S CHOIR**

Year Course  
5 Credits  
Prerequisite: by audition with the director  
Open to: Fr., So., Jr., Sr.

Women's Choir is a performance ensemble open to all students. Students will prepare and perform a wide range of challenging choral music representative of many styles, languages and time periods. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year. Students are required to attend all performances and dress rehearsals. Students enrolled in this course are eligible to audition for, and to participate in, other vocal and festival auditions such as Southeast District and SEMSBA.

**MEN'S CHOIR**

Year Course  
5 Credits  
Prerequisite: by audition with the director  
Open to: Fr., So., Jr., Sr.

Men's is a performance ensemble open to all students. Students will prepare and perform a wide range of challenging choral music representative of many styles, languages and time periods. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop, and musical theater. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year. Students are required to attend all performances and dress rehearsals. Students enrolled in this course are eligible to audition for, and to participate in, other vocal ensembles and festival auditions such as Southeast District and SEMSBA.

**BAND**

Year Course  
5 credits  
Prerequisite: At least 2 years’ experience  
Open to: Fr., So., Jr., Sr.

Concert Band is designed for students who have played a brass, woodwind, or percussion instrument for at least two years. Students will study and play a wide range of music literature, from light classics and popular to the traditional music of both Western and non-Western cultures. The important fundamentals of tone production, ensemble playing, musical interpretation and style, rhythm studies, scale and chord studies, and basic musicianship are all important elements of the Concert Band curriculum. Students are required to attend all performances and dress rehearsals. Students enrolled in this course are eligible to audition for Southeastern Districts and SEMSBA.
ORCHESTRA STRINGS
Year Course 6 credits
Prerequisite: At least 2 years’ experience Open to: Fr., So., Jr., Sr.

String Orchestra is open to all string players (violin, viola, cello, upright bass) who are proficient on their instrument with at least 2 years’ experience. Students will study and perform a wide range of music literature. The important fundamentals of tone production, ensemble playing, musical interpretation and style, rhythm studies, scale and chord studies and basic musicianship are all important elements of the String Orchestra curriculum. Full Orchestra (strings, woodwinds, brass, and percussion) meets on Thursday evenings starting in October. Students are required to attend all evening Thursday rehearsals, performances and dress rehearsals. Students enrolled in this course are eligible to audition for Southeastern Districts and SEMSBA.

JAZZ ENSEMBLE
Full Year Course 2.5 Credits
Prerequisite: by audition with the director. Students must be enrolled in either Band, Choir, or Orchestra Open to: Fr., So., Jr., Sr.

Jazz Ensemble meets all year, one evening per week for three hours. This course provides an opportunity to study and perform various styles of jazz including the music of Duke Ellington, Charles Mingus and other great jazz composers. The course emphasizes music theory, ear training and improvisational technique. Students are required to attend all performances and dress rehearsals. Students enrolled in this course are eligible to audition for Southeastern Districts and SEMSBA.

MUSIC THEORY AND COMPOSITION
Year Course 5 credits
Prerequisite: 2 years instrumental/Vocal experience Open to: Fr., So., Jr., Sr.

Music Theory and Composition is designed to develop individual student musicianship in four distinct, but related areas: terminology/notation, performance/aural skills, analysis and composition. Students enter Music Theory with vastly different musical backgrounds. In order that all students have success and develop their musicianship to its fullest potential, each student is assessed upon entering the course to determine current levels of achievement in each of the these four areas. Based on this preliminary assessment, students are expected to progress in their track and meet appropriate goals for each of the four content areas.

PIANO LAB
Semester Course 2.5 Credits
Prerequisite: None Open to: Fr., So., Jr., Sr.

Learn to play piano! This course is designed for students with little or no experience with piano. The focus of this program is on reading and performing standard music notation,
basic level piano repertoire, piano technique, sight-reading, improvisation, and basic harmony and music theory. Students will explore some of these topics through the use of the computer and music software. This course is open to all students, regardless of their musical experience or background.

**ADVANCED PIANO LAB**

Semester Course

Prerequisite: Piano Lab, min grade of 80 or audition with director

This course is a continuation of Piano Lab 1, and addresses all topics covered in Piano Lab 1 at a more advanced level. In addition, students will develop music composition skills using the lab's computer software. Students in this course are encouraged, but not required, to perform at the WHS Chamber and Solo Recital at the end of each semester.

**MUSIC IN EVERYDAY LIFE**

Semester Course

Prerequisite: none

Music pervades the everyday lives of people around the globe. It orchestrates many human experiences including the most public and private of moments. This seminar course explores the phenomenon of music through a range of perspectives, including psychology, sociology, and biology. It will address questions such as: How did humans become musical creatures? Why do people have emotional responses to music? How does music impact our everyday lives (at work and at play)? How do humans develop musically across a lifetime? How can music affect our well-being? In what way is music part of your self-identity? What benefits do people gain from participation in musical activities? Information gathered from readings and listening will be used to engage in meaningful discussions and a variety of written assignments.
### SCIENCE PROGRAM

#### Level Expectations

<table>
<thead>
<tr>
<th></th>
<th>CP2</th>
<th>CP1</th>
<th>HR</th>
<th>A.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Organizational skills are addressed in class.</td>
<td>Good organizational skills but may need assistance</td>
<td>Organizational skills are very good.</td>
<td>Organizational skills are exemplary.</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Utilizes regular extra help, may require prompts.</td>
<td>Shows independence in learning, but benefits from prompts</td>
<td>An independent learner able to self-advocate and solve problems independently. Has developed higher order thinking skills.</td>
<td>An independent and self-regulating learner with awareness of strengths and weaknesses and learning style. Able to self-advocate. Excellent higher order thinking skills.</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Able to express themselves with minimal errors.</td>
<td>Able to express themselves with clarity and few errors.</td>
<td>Able to express themselves independently and with content specific vocabulary.</td>
<td>Able to express themselves independently and accurately with content specific vocabulary.</td>
</tr>
<tr>
<td><strong>Reading Skills</strong></td>
<td>Critical Reading skills near grade level with support.</td>
<td>Able to read critically, but sometimes needs support.</td>
<td>Consistently reads critically and independently.</td>
<td>Reads with a critical eye, able to make connections to new situations.</td>
</tr>
<tr>
<td><strong>Analytical/Critical Thinking Skills</strong></td>
<td>Able to make connections with material with assistance. Capable of some degree of analysis, but with prompts.</td>
<td>Good ability to make connections with material occasionally with assistance. Analytical skills are proficient.</td>
<td>Strong ability to make connections with material. High level analytical skills.</td>
<td>Effectively and frequently makes connections with material, often cross-curricular. Excellent analytical skills.</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>20 mins</td>
<td>20-30 mins including independent concept review</td>
<td>30-45 mins including independent concept review</td>
<td>45 mins including independent concept review</td>
</tr>
<tr>
<td><strong>Time Commitment</strong></td>
<td>Students need parental assistance with time management and frequent reminders of deadlines. Assignment notebook is essential.</td>
<td>Good time management skills, but sometimes need reminders of deadlines. Assignment notebook should be maintained independently.</td>
<td>Strong time management skills, ability to meet all deadlines and plan for long term projects independently.</td>
<td>Excellent time management skills, strong ability to meet all deadlines and plan for long term projects independently.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Students should participate on a daily basis to the best of their ability.</td>
<td>Students should participate on a daily basis to the best of their ability.</td>
<td>Students should participate on a daily basis to the best of their ability.</td>
<td>Students should participate on a daily basis to the best of their ability.</td>
</tr>
<tr>
<td><strong>Math Skills</strong></td>
<td>Some fundamental math skills</td>
<td>Basic algebraic &amp; problem solving skills</td>
<td>Strong algebraic &amp; problem solving skills</td>
<td>Ability to use advanced mathematical concepts</td>
</tr>
</tbody>
</table>
## GRADE LEVEL COURSES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honors</th>
<th>College Prep 1</th>
<th>College Prep 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Biology</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>10</td>
<td>Chemistry</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>11</td>
<td>Physics</td>
<td>Chemistry</td>
<td>Earth Science</td>
</tr>
<tr>
<td>12</td>
<td>AP/Elective</td>
<td>Physics</td>
<td>Elective</td>
</tr>
</tbody>
</table>

### Advanced Placement
- Biology
- Chemistry
- Physics C
- Environmental Science
- Physics II

### Electives
- Environmental Science (CP1)
- Product Design & Analysis CP
- Energy Systems CP
- Genetics/Biotechnology (Hrs.)
- Marine Science (CP1)
- Anatomy & Physiology (Hrs. CP1 & CP2)
- Earth Science (CP2)
- Forensic Science
- Weather and Climate
- Science Fair

*CP=no weight toward GPA

The science curriculum is based on the use of the methods of inquiry to participate in investigations and problem solving related to the standards delineated in the Massachusetts Science Frameworks. The process of seeking solutions is emphasized rather than the solutions themselves, making the laboratory, as well as other student activities, key to all courses. The structural content of the Science curriculum revolves around the core of Integrated Science, Biology, Chemistry, and Physics as well as a fundamental understanding of the natural sciences. Science is also viewed as a human endeavor that relates people to the real world. At the same time, the Science curriculum embraces technology, including extensive use of classroom computers that are used throughout the curriculum.

### INTEGRATED SCIENCE PROGRAM

#### INTEGRATED SCIENCE CP-1
- **Year Course**: 5 credits
- **Prerequisite**: Teacher Recommendation, Open to: Fr.
- 8th grade science, minimum grade of 70

This course focuses on the skills necessary for successful completion of higher-level Science courses. Laboratory work will be extensive, often involving student inquiry leading to solutions. Much of the emphases of the last part of the course will be to develop the skills and foundation required to complete Biology the following year.
INTEGRATED SCIENCE CP-2
Year Course 5 credits
Prerequisite: Teacher Recommendation, Open to: Fr.
Any 8th grade Science course

This course focuses on the skills necessary for successful completion of higher-level Science courses. Laboratory work will be extensive, often involving student inquiry leading to solutions. Much of the emphases of the last part of the course will be to develop the skills and foundations required to complete Biology the following year.

BIOLOGY PROGRAM

BIOLOGY-HONORS
Year Course 5 credits
Prerequisite: Teacher Recommendation Open to: Fr & So.
Minimum science grade of 93, Minimum grade of 88 in Advanced Grade 8 Math, Minimum grade of 93 in Grade 8 Math.

This course is designed for students whose post high school plans may include future study in science. The emphasis will be placed on critical thinking skills and on inquiry. The topics will include cellular Biology, Genetics, Evolution, Bio Diversity, Biochemistry and Anatomy & Physiology. However, there will be a greater emphasis on the logical development of concepts from facts. Laboratory and computer experience will be utilized. Students enrolled in this course will have the option to take the Biology MCAS in the spring of their freshman year. Otherwise they will be required to take the Chemistry MCAS exam sophomore year.

BIOLOGY CP-1
Year Course 5 credits
Prerequisite: Teacher Recommendation Open to: So
Completed Physical Science CP-1, and Successful Completion of Algebra I CP-1

This course is organized around the topics of ecology, heredity, evolution, biodiversity, and cellular biology and is based on the Massachusetts Science Frameworks. The emphasis is placed on concepts, processes and skills of biological science. Laboratory work forms the foundation for the course. Students will be required to complete the Biology MCAS exam in the spring, which is necessary for graduation.

BIOLOGY CP-2
Year Course 5 credits
Prerequisite: Teacher Recommendation Open to: So
Completed Physical Science CP-2

This course is organized around the topics of ecology, heredity, evolution, biodiversity, and cellular biology and is based on the Massachusetts Science Frameworks. Emphasis will be placed on study skills, reading and writing skills and hands on activities. Technology will be
integrated as well. Students will be required to complete the Biology MCAS exam in the spring, which is necessary for graduation.

CHEMISTRY PROGRAM

CHEMISTRY HONORS
Year Course 5 credits
Prerequisite: Teacher Recommendation Open to: So., Jr., Sr.
Biology Honors grade of 80 or Biology CP-1 grade of 91, Honors Math grade of 80

This is a comprehensive, rigorous science course for students who have excelled in biology and math and have been recommended to take the course. Emphasis will be placed on higher order thinking skills related to classwork and labwork, with problem solving throughout the course. The laboratory work is an integral part of the course where the student discovers specific laws and principles as well as applying these laws to new situations. Students are often required to work independently in the design of experiments. This course takes a mathematical approach to chemistry and a strong background in algebra is needed. Computer technology will be employed throughout the course. All students enrolled, who have not taken and passed a science MCAS exam will be required to take the Chemistry MCAS in June.

CHEMISTRY CP-1
Year Course 5 credits
Prerequisite: Teacher Recommendation Open to: Jr., Sr.
Passed Biology MCAS Exam, Algebra I CP-1 grade of 70

The goal of the Chemistry program is to expose the student to the concepts of chemistry as well as to give the student practical applications of science. The student is encouraged to develop habits of independent thinking; to ask questions rather than accept answers; and in some cases to develop their own line of inquiry for their questions. The laboratory work is an integral part of the course where in the student discovers specific laws and principles as well applying these laws to new situations. Students will write formal lab reports and/or maintain a lab journal. This course takes a mathematical approach to chemistry and a solid background in algebra is needed. Computer technology will be employed throughout the course.
PHYSICS PROGRAM

PHYSICS HONORS

Year Course 5 credits
Prerequisite: Teacher Recommendation and Open to: Jr., Sr.
Chemistry Honors minimum grade of 80, or CP-1Chemistry grade of 91, Math grade of 80

The goal of this course is to develop in the student a facility for analytical thought and a questioning attitude toward physical phenomena. This course offers an in-depth study of the principles of physics including mechanics, energy, heat, light, waves, and electricity, with a heavy reliance on mathematics and problem solving as well development of concepts. Laboratory exercises form an essential and regular part of this course with many of the experiments utilizing computer interfacing.

PHYSICS CP-1

Year Course 5 credits
Prerequisite: Algebra II (may be taken concurrently), Open to: Jr., Sr.
and Chemistry CP-1 minimum grade of 70

The goal of this course is to develop in the student a facility for analytical thought and a questioning attitude toward physical phenomena. This course emphasizes the conceptual ideas developed in mechanics and energy are carried through the discussion of heat, electricity, waves, light, atomic physics, and astronomy. Although less rigorous than in the honors course, mathematical problem solving is also emphasized. Laboratory exercises form an essential and regular part of this course with many of the experiments utilizing computer interfacing.

SCIENCE ELECTIVE COURSES

ANATOMY AND PHYSIOLOGY HONORS

Year Course 5 credits
Prerequisite: Biology and Chemistry, minimum grade of 85 in Open to: Jr., Sr.
both courses, Teacher Recommendation

This course is concerned with the structure and function of the human body. There is a strong emphasis on laboratory work including microscopic studies, anatomical studies, and dissections. This course is highly recommended for students interested in pursuing a career in the fields of biology, medicine, (i.e. physician, RN, LPN, therapist, psychiatrist, veterinarian, etc.). The course is also recommended for anyone who would like to have a better understanding and appreciation for the workings of his/her body. This course will be more advanced than the CP-1 level course, but will cover the same basic material in greater depth.
ANATOMY AND PHYSIOLOGY CP-1
Year Course 5 credits
Prerequisite: Biology and Chemistry, minimum grade of 75 in both courses, Teacher Recommendation
Open to: Jr., Sr.

This course is focuses on the structure and function of the human body. Topics include anatomical terminology, history and a general understanding of all the human body systems. Closer studies are done on specific organs, system functions and disorders. The outline of the course includes readings, online assignments, and a dissection. This course is strongly recommended for anyone who would like to have a better understanding of the workings of the human body as well as those interested in careers in health care, biology or physical education.

ANATOMY AND PHYSIOLOGY CP-2
Year Course 5 credits
Prerequisite: Biology and Physical Science
Open to: Jr., Sr.

This course is designed for those students interested in studying the fundamentals of the human body. Each major body system, its structures and functions, will be studied. The course will cover diseases that occur within the system as well as preventative maintenance and treatments. Technology will be integrated into the course as well as some laboratory work.

EARTH SCIENCE CP-2
Year Course 5 credits
Prerequisite: Teacher recommendation
Open to: Jr., Sr.

This course will emphasize the processes which created and shaped Earth and our Solar system. Topics will include rocks, minerals, sculpturing of Earth’s surface, plate tectonics, earthquakes, volcanoes, geologic history, the atmosphere, weather, climate, and astronomy. This will be a lab based science class.

PRODUCT DESIGN & ANALYSIS CP
Semester Course 2.5 credits
Prerequisite: None
Open to: Fr., So., Jr., Sr.

Product Design and Analysis is a semester course developed by the Boston Museum of Science featuring two of the four units from their “Engineering the Future” curriculum. Students examine the role of engineers and how they create our ever-evolving world by developing products, building structures, critiquing designs, and analyzing failure. Projects will be constructed of simple materials and require no specialized tools or skills and will often be redesigned and rebuilt to more accurately reflect the engineering design process. Students who successfully complete this course as well as ENERGY SYSTEMS are encouraged to take the Technology and Engineering exam to fulfill their Science MCAS in June.
ENERGY SYSTEMS CP
Semester Course 2.5 credits
Prerequisite: None Open to: Fr., So., Jr., Sr.

Energy Systems is a semester course developed by the Boston Museum of Science featuring two of the four units from their “Engineering the Future” curriculum. Students examine thermal energy, fluid energy, and electrical energy in order to experience the similarities and differences in several energy systems. Students then design and build systems to maximize certain criteria (power, efficiency, materials cost, lifespan, etc.) using simple materials and tools. Communication of design advantages and limitations are emphasized during each project. Students who successfully complete this course as well as PRODUCT DESIGN & ANALYSIS are encouraged to take the Technology and Engineering exam to fulfill their Science MCAS in June.

ENVIRONMENTAL SCIENCE CP-1
Year Course 5 credits
Prerequisite: Biology, Chemistry, or Physical Science Open to: Jr., Sr. (Completion of two)

This course will cover the science of our environment as well as the ethics, values, and laws that we must understand as responsible inhabitants of this planet. Topics beyond local ecology will be studied including global environmental issues.

FORENSIC SCIENCE
Semester 2.5 credit
Prerequisite: Biology & Chemistry Open to: Jr., Sr.

This course is designed to introduce the student to practical applications of chemistry, physics, and biology in the study of forensics. This course will provide students with an introduction to the theoretical understanding and practical application of forensic science techniques including forensic DNA typing, bloodstain pattern analysis, forensic entomology, forensic toxicology, drugs and poisons, forensic anthropology, crime scene investigations, evidence collection and examination, ballistics, understanding of the relationship between forensic science and legal studies, and career opportunities in forensics. The class is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning.

GENETICS/BIOTECHNOLOGY HONORS
Year Course 5 credits
Prerequisite: Teacher Recommendation Completed Biology Open to: Jr., Sr.

Genetics/Biotechnology is an inquiry-based approach to the study of genetics and biotechnology. Students will review the fundamentals of genetics and explore gene expression within families and populations. The use of biotechnology in medical research,
forensics, agriculture and genetic engineering will also be investigated. Emphasis will be placed on problem solving, independent research, projects, discussion, and laboratories that include DNA extractions, DNA fingerprinting (gel electrophoresis), tissue culture and bacterial transformation (genetic engineering).

**MARINE SCIENCE CP-1**

Year Course 5 credits
Prerequisite: Biology and one of the following: Open to: Jr., Sr.
(Chemistry or Physical Science)

This is a full year course which focuses on the marine environment. The year of study will be broken down into three basic categories: oceanography, marine biology, and marine policies and issues. Some of the typical topics covered in the study of oceanography are currents, tides, and wave action. The marine biology section of the course will center on living parts of the ocean and their interactions with the environment. Finally, marine policies and issues will deal with laws, practices, and environmental issues surrounding this ecosystem.

**SCIENCE FAIR**

Year Course 2.5 credits
Prerequisite: Must be currently enrolled in a Science course Open to: Fr., So., Jr., Sr.

Students will complete a Science fair project to be entered in South Sectional Regional Science Fair representing Walpole High School. Project must be original student work incorporating all aspects of the experimental process. Science faculty advisor will mentor student in research and development of project. Multiple-year enrollment will not serve to replace a lab course as graduation requirement.

**WEATHER AND CLIMATE**

Semester 2.5 credit
Prerequisite: Integrated Science or Biology Open to: So., Jr., Sr.

This course focuses on introducing the student to basic concepts involved in the analysis of weather and climate. Major topics include structure of the atmosphere and the role of moisture in the development of dew, clouds, and precipitation; air masses, fronts, cyclones, thunderstorms, severe weather (such as tornadoes, flash floods and hurricanes) as well as climatology and climate change. This course will be hands on and with an emphasis on current events.
ADVANCED PLACEMENT SCIENCE PROGRAM

AP BIOLOGY
Year Course 5 credits
Prerequisite: Honors Biology, Honors Chemistry, Honors Physics
Open to: Sr.
Or Department Head approval

The Advanced Placement Biology course is designed to be the equivalent of the introductory biology course taken during the first year of college. This course is to be taken only after successful completion of courses in biology, chemistry, physics, anatomy, and physiology. Students will take this course to pursue an interest in biology, to prepare for college, and/or obtain college credit.

The approach will develop advanced problem solving skills both in class and in the lab. Twelve major laboratory projects are studied during the year, and a variety of laboratory skills will be addressed. A significant amount of problem solving and research will be done outside of class. Topics will include evolution, genetics, biochemistry, microbiology, and population ecology. Students who take this course must take the Advanced Placement Examination in May.

AP CHEMISTRY
Year Course 5 credits
Prerequisite: Honors Biology, Honors Chemistry, Honors Physics
Open to: Jr., Sr.
(may be taken concurrently) and Algebra II, or Department Head approval

The Advanced Placement Chemistry course is designed to be the equivalent of the introductory chemistry course taken during the first year of college. This course is to be taken only after successful completion of courses in biology, chemistry, and physics. Students will take this course to pursue an interest in chemistry, to prepare for college, and/or obtain college credit. Topics will include modern atomic theory, Stoichiometry, redox reactions, equilibrium, kinetics and thermodynamics. A series of laboratory projects are studied during the year and recorded as part of a scientific journal. The course will also include considerable research and problem solving that is done out of the classroom. Students who take this course must take the Advanced Placement Exam in May.

AP ENVIRONMENTAL SCIENCE
Year Course 5 credits
Prerequisite: Honors Biology & Honors Chemistry
Open to: Jr., Sr.
Department Head Approval

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. Topics will include earth systems and resources, the living world, population biology, land and water use, energy resources and consumption, pollution and global change and opportunities for lab/fieldwork investigation activities. It is designed 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. Students who take this course must take the Advanced Placement Examination in May.

**AP PHYSICS II**

Year Course: 5 credits
Prerequisite: Honors Physics
Open to: Sr.

AP Physics II is equivalent to most college level introductory physics courses with a focus on the following topics: fluid statics and dynamics, thermodynamics, PV diagrams and probability, electrostatics, electrical circuits with capacitors, magnetic fields, electromagnetism, physical and geometric optics and topics in modern physics. Emphasis will be placed on understanding physical science literacy and applying physics concepts to think critically and solve problems. Algebra and trigonometry are the primary mathematical tools for problem solving. Science literacy is the process of both knowing physics and doing physics. Hands-on laboratory and the scientific notebook will be emphasized. This course will prepare the student for the AP exam in May. Unlike the AP Physics C course which is tailored toward students interested in physics or engineering, this course is directed at students interested in medical or biological academic pursuits.
# Social Studies Program

## Level Expectations

<table>
<thead>
<tr>
<th></th>
<th>CP2</th>
<th>CP1</th>
<th>HR</th>
<th>A.P.</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Teacher support for homework, notes and essays</td>
<td>Daily homework, teacher review of homework and writing assignments</td>
<td>Students take notes, daily homework, write papers with minimal help</td>
<td>Students responsible for their own time management and organizational skills</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Teacher-guided notes, homework and reading. Term paper written with in-class support</td>
<td>Reading and writing level at less analytical level. Daily reading and assignments reviewed in class</td>
<td>Reading comprehension high level, multiple writing assignments, homework given but not reviewed except if an issue</td>
<td>Class is fast-paced, few grades, students must keep up, little time for catch-up</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Term paper and assignments with in-class help. Less strenuous analysis</td>
<td>Term paper and other assignments with support</td>
<td>Many assignments. Skilled writer. One term paper</td>
<td>Already a skilled writer – higher level analysis. Many assignments, multiple term papers</td>
</tr>
<tr>
<td><strong>Reading Skills</strong></td>
<td>Low/average level reading ability. In-class review of readings</td>
<td>Average level reading comprehension. Classroom review of readings</td>
<td>High, self-taught on many topics. Challenging texts</td>
<td>High, with deep understanding. Challenging texts.</td>
</tr>
<tr>
<td><strong>Analytical/Critical Thinking Skills</strong></td>
<td>With help students will follow the class discussion and participate in discussion about the events in history</td>
<td>Students will be able to interpret primary source and outside reading materials with help.</td>
<td>Students will be able to interpret primary source and outside materials with little guidance</td>
<td>Students will be expected to use primary source and outside reading materials on a regular basis to defend positions.</td>
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| **Homework**             | 15-30 min                                                           | 30-45 min                                                           | 60 min                                                            | 60-90 min                                                            |
| **Time Commitment**      | Homework will be regularly assigned.                                | Homework will be regularly assigned as will special writing assignments | Homework will be regularly assigned as will special writing assignments | Students will be expected to go well beyond just completing assignments. |
| **Outside of Class**     |                                                                      |                                                                      |                                                                  |                                                                      |
| **Participation**        | Students will be expected to follow along with class discussion and participate when called on. | Students will be expected to follow along with class discussion and voluntarily participate in group and classroom work | Students will be expected to voluntarily participate in all group and classroom work and initiate discussions | Students will be expected to not only participate in all group and classroom work but also initiate and follow up on in class discussions |
The Social Studies curriculum is intended to prepare students for enlightened and responsible citizenship. In the three-year-required program, students discover our political, economic, and cultural roots in World and American History and find parallels in the present to situations faced by earlier generations. Courses with varying workloads, and electives in the junior and senior year, allow every student to acquire the knowledge, skills, and understandings essential for further study and for effective citizenship. All students must take three years of Social Studies, which include: World History II, United States History I, and United States History II. Students are expected to complete these requirements by the end of their junior. For those students who plan to attend four year colleges, Economics, United States Government, Psychology, and Sociology are recommended as courses which enhance the goals of academic preparation. International Relations, Microeconomics/Macroeconomic, U.S. History I and II Honors, Advanced Placement U.S. History, Advanced Placement European History, and World History Honors are designed to be academically rigorous courses that provide an accelerated and intensive study of those disciplines. Street Law I and II are offered for those students who wish to enrich their backgrounds in preparation for further study, as well as prepare for active participation in our democratic society.

**WORLD HISTORY II HONORS**

Year Course 5 credits
Prerequisite: Min. grade of 93 in eighth grade, Open to: Fr.
Or Department Chairperson Approval

World History II Honors covers the same material as offered in CP1, but with a higher expectation in terms of workload, critical thinking and analytical writing.
WORLD HISTORY II CP1
Year Course 5 credits
Prerequisite: Min. grade of 78 in eighth grade, Open to: Fr.
Or Department Chairperson Approval

This course is a survey of major developments in World History from the 18th Century to the Present. Major topics include the Enlightenment and the French Revolution, the rise of Nationalism, the Industrial Revolution and Imperialism, the Russian Revolution, World War I & World War II, the Cold War, Decolonization and the Modern Era.

WORLD HISTORY II CP2
Year Course 5 credits
Prerequisite: None Open to: Fr.

World History II CP2 covers the same material as offered in CP1, with a focus on the development of academic skills.

U.S. HISTORY I HONORS
Year Course 5 credits
Prerequisite: Min. grade of 80 in World History II Honors, Open to: So.
Or 91 in World History II CP1,
Or Department Chairperson Approval

While this course follows the objectives and themes of the U.S. History I CP-1 course, it also employs an even greater use of primary source and inquiry approach materials. The academic expectations for student performance and the workload are also more rigorous.

U.S. HISTORY I PRE-AP
Year Course 5 Credits
Prerequisite: Min. grade of 88 in World History II Honors Open to: So
or 92 in World History II CP1, or Department Chairperson Approval

This is the first year of a two-year sequence that will offer highly able and motivated college oriented students a survey of the development of our nation. Stressing extensive readings and work in areas of research and writing, this course will emphasize scholarship preparing students to take AP United States History during their junior year.

U.S. HISTORY I CP1
Year Course 5 credits
Prerequisite: Min. grade of 70 in World History II CP1, Open to: So.
or 81 in World History II CP2, or Department Chairperson Approval

This course is a survey of major events in United States History from American Colonization through the Gilded Age of the 1880's. The course is chronological in its presentation and covers the political, economic, and cultural themes and their significance
to the development of American society. There will be an emphasis on using primary source materials in this course in compliance with the state history frameworks.

**U.S. HISTORY I CP2**
Year Course: 5 credits
Prerequisite: Completion of World History II
Open to: So.

Although the basic concepts and objectives covered in this course are similar to those covered in the CP1 level course, the material and requirements are somewhat less demanding. This provides the flexibility to meet the academic needs and abilities of each student. However, there will still be an emphasis on the use of primary source materials and special effort will be made to improve test-taking skills.

**U.S. HISTORY II HONORS**
Year Course: 5 credits
Prerequisite: Min. grade of 80 in U.S. History I Honors, or 91 in U.S. History I CP1, or Department Chairperson Approval
Open to: Jr.

Although this course follows the objectives and themes of the U.S. History II CP-1 course, it also employs greater use of primary source and inquiry approach materials. The academic expectations for student performance and the workload are also more rigorous.

**U.S. HISTORY II CP1**
Year Course: 5 credits
Prerequisite: Min. grade of 70 in U.S. History I CP1, or 81 in U.S. History I CP2, or Department Chairperson Approval
Open to: Jr.

This course is a survey of major events in United States History from the age of Imperialism and Progressivism up to the present day. The course is chronological in its presentations and covers political, economic, and cultural themes and their significance to the development of American society. There will be an emphasis on the Post-World War II era and on the use of primary source materials in compliance with the state history frameworks.

**U.S. HISTORY II CP2**
Year Course: 5 credits
Prerequisite: Completion of U.S. History I
Open to: Jr.

Although the basic concepts and objectives covered in this course are similar to those covered in the CP-1 level course, the material and requirements are somewhat less demanding. This provides the flexibility to meet the academic needs and abilities of each student. However, there will, however, be an emphasis on the use of primary source materials. Improved student test taking skills will also be stressed in this course.
U.S. HISTORY II AP
Year Course 5 credits
Prerequisite: AP U.S. History I, min. grade of 80,
Or Department Chairperson Approval
Open to: Jr., Sr.

As the second part of a two year sequence, this course will complete the survey of our nation's development from the post-Civil War period to the present. Individual scholarship stressing reading, writing, and research on a high level will be emphasized. The national Advanced Placement Examination will be administered in May, which, if passed, allows the student to apply for up to one year of college credit in history. All students taking this course must take the Advanced Placement Examination in May. Failure to take the exam will result in the student being removed from the Advanced Placement course.

SOCIAL STUDIES ELECTIVE COURSES

EUROPEAN HISTORY AP
Year Course 5 credits
Prerequisite: Completion of 3 years of History
with an overall grade of 88 in Honors,
80 in AP/US History, or 92 in CP1, or Department Chairperson Approval
Open to: Sr.

AP European History is a college level course that covers events in modern European history from the High Renaissance (c. 1450) to the present. Themes covered in the course include political and diplomatic developments, cultural and intellectual achievements, social movements, economic systems, and the role of Europe in the World. Stressing writing, reading, research, and historical thinking skills, the course culminates in the Advanced Placement exam, which may allow students to earn up to one year of college credit.

INTERNATIONAL RELATIONS HONORS
Year Course 5 credits
Prerequisite: Min. grade of 91 in CP1 level, or
80 in Honors or AP Social Studies courses,
Open to: Jr., Sr.
Or Department Chairperson Approval

Students electing this course are expected to engage in the study of the contemporary international world through extensive readings and outside projects for an understanding of the institutions, the mechanisms, and the social, political, and economic conditions influencing the conduct of international relations today. Special attention is paid to the United States as the dominant hegemon. While the ultimate goal is to provide students with the information needed to assess past and present developments in international relations, equally important is the preparation of the student in those methods of inquiry, which will allow them to produce superior results in future academic activities. Text, periodicals, simulations, research papers, panels, guest speakers, and field trips are utilized in order to
maximize the academic experiences of students and to expand their scholastic capacities. Juniors taking this course must also be enrolled in the United States History program.

MICROECONOMICS HONORS
Fall Semester Course
2.5 credits
Prerequisite: Min. grade of 91 in CP-1 level, or
80 in Honors or A/P Social Studies courses, or
Department Chairperson Approval

Economics is the study of how people decide to use scarce resources to satisfy their wants. Microeconomics deals with human behavior and choices as they relate to relatively “small” units—an individual, a firm, or a single market. The concepts covered will include free enterprise, markets, supply and demand, the role of prices, productivity, labor unions, competition among firms, entrepreneurship, and how businesses are organized and financed. This semester course also includes a “practical” component, which includes saving and investing and a discussion of stocks, bonds, mutual funds, and financial independence. Students will gain a clearer understanding of the connection between economic principles and their own lives as they are applied to everyday situations. Supplementary readings, critical thinking, and writing are key components of the course. Students interested in majoring in business or finance in college are strongly encouraged to take both semester courses. **Note: Students may not take both Economics CP1 and Microeconomics / Macroeconomics Honors.**

Students wishing to take Macroeconomics during 2nd Semester their Senior Year must successfully complete Microeconomics during the 1st Semester their Senior Year.

MACROECONOMICS HONORS
Spring Semester Course
2.5 credits
Prerequisite: Successful completion of Microeconomics Honors
Open to: Sr.

Macroeconomics focuses on “the big picture”, or the study of the U.S. and world economy as a whole. Topics include government's role in the economy, money and banking, international trade, and globalization. A separate unit on health care will be covered. This course addresses economy-wide issues such as unemployment, inflation, poverty, and long-term economic growth. Supplementary readings, critical thinking, and writing are key components of the course. Students will be challenged to examine their own beliefs and previously held assumptions on a host of issues, including why some countries are poorer than others, why income inequality exists, and why some people remain jobless at the same time businesses have openings. **Note: Students may not take both Economics CP1 and Microeconomics / Macroeconomics Honors.**
ECONOMICS CP-1
Semester 2.5 credits
Prerequisite: Min. grade of 70 in United States History CP1 Open to: Jr., Sr.
or 81 in United States History CP2, or Department Chairperson Approval

Economics is the study of people producing and exchanging in order to get the goods and services they want or need. Topics of the course include economic concepts and systems, the role of supply, demand, and prices, entrepreneurship, the labor force, the role of the government in the economy, the banking system, the stock market, global and international economics and personal finance. Special emphasis is placed on educating students to be responsible consumers, savers, and investors.

Note: Students may not take both Economics CP1 and Microeconomics / Macroeconomics Honors.

UNITED STATES GOVERNMENT CP1
Semester 2.5 credits
Prerequisite: Min. grade of 70 in United States History CP1 Open to: Jr., Sr.
or 81 in United States History CP2, or Department Chairperson Approval

This course provides a framework for understanding the purposes, principles, and practices of American government. Topics will include the Congress and the presidency, political behavior, campaigns and elections, public opinion and voting, political parties, public policy, and the role of the media and interest groups. Students will learn their rights and responsibilities as citizens and how to exercise them in local, state, and national governments. Juniors wishing to take this course must be enrolled in United States History II.

SOCIOLOGY CP1
Semester 2.5 credits
Prerequisite: Min. grade of 70 in United States History CP1, Open to: Sr.
or 81 in United States History CP2, or Department Chairperson Approval

Sociology is an elective course that introduces students to knowledge and skills that will foster a deeper understanding of our social world. Students will examine a variety of topics through the lens of sociological theories and concepts and will engage in a variety of activities that will enable them to think like social scientists. Research projects may include developing and administering a survey questionnaire and reporting on results or analyzing how people respond when someone violates a social norm. The sociology student will acquire skills that will assist him/her in understanding the complexity of human behavior and the importance of using empirical data to think critically about the social world.
PSYCHOLOGY CP1
Semester 2.5 credits
Prerequisite: Min. grade of 70 in United States History CP1
or 81 in United States History CP2, or Department Chairperson Approval

Introduction to Psychology is the study of human behavior and mental processes. In this introductory, college prep course, students are presented with a variety of topics with the intent of acquiring a technical vocabulary and a strong foundation in the basic principles of human behavior. Topics may include personality theory and assessment, abnormal psychology, the history and science of psychology, the study of the brain, animal psychology, human development, intelligence, learning, memory, consciousness, motivation and emotion, perception, and social psychology. This course utilizes lectures, outside readings, discussions, and class activities & projects to increase students' understanding of psychology as a science. In order to be successful, students are expected to complete assignments in a timely, thorough and reflective manner.

STREET LAW CP2
Year Course 5 credits
Prerequisite: U.S. History II, or Department Chairperson Approval

Understanding the law, its functions, and its institutions as they apply to everyday life are the objectives of this course. Students will have access to a variety of resources, including law enforcement officials, lawmakers, and attorneys. Current legal issues and rulings will be incorporated to help students recognize the influence of law in their lives. Students will investigate criminal law and civil law, including individual rights and liberties, and the responsibilities that come with these rights and liberties.

HISTORY & CULTURE THROUGH FILM CP2
Semester Course 2.5 Credits
Prerequisite: Successful completion of US1

History & Culture through Film will examine a variety of American and global historic and cultural topics throughout the course of one semester. Students will explore topics and time periods using outside readings, lectures, and class discussions. All topics will be supplemented with films and/or documentaries to provide additional cultural and/or historic insight into the topics of study.
SPECIAL EDUCATION

Special Education Department provides a continuum of educational programs and services to students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA). In order to receive special education, students must have an Individualized Educational Plan (IEP). The special education section of the Program of Studies is subject to change throughout the academic year to reflect developed supports, services, and programs that best meet the educational needs of the current student population.

ACADEMIC SKILLS

Full Year Credited Class

Freshman Academic Skills
Sophomore Academic Skills
Jr & Sr. Academic Skills

The Academic Skills class provides opportunities for students to address their individual education goals as well as to provide study skills strategies to help the students be successful in their curricular classes. Study skills strategies are addressed formally. The lessons –generated from brain-based research- include but are not limited to direct instruction on: learning style, time management, note-taking, outlining, test taking, study strategies and use of technology. Students apply these strategies to their daily, academic assignments. The students are assessed daily for their learning, participation, preparation, and attitude. Students are required to maintain a daily assignment notebook, as well as actively apply strategies to their curricular assignments. Grades reflect the student’s level of organization, productivity, and participation in the curricular lessons.

Concepts addressed during Academic Skills classes include the:

- Remediation of pre-requisite skills
- Understanding of the student’s learning disability
- Identifying student’s learning style
- Planning, organizing and goal setting
- Learning and applying strategies in a variety of content areas
- Utilizing study skills and test taking strategies
- Developing self-advocacy skills

This program includes direct instruction, monitoring and transitioning to post-secondary settings. Students will be expected to maintain an agenda as well as a Transition Portfolio Binder. Students will complete academic tasks to demonstrate mastery of stated objectives. In Academic Skills, students have access to a variety of technologies.

READING/WRITING LAB

Full Year Credited Class

This course is designed to provide individualized and small group instruction for students who need to improve upon the essential skills necessary for reading success. To provide
students to become more efficient readers, the course will focus on phonemic awareness, vocabulary development and reading comprehension, decoding, working memory, syntax, grammar, and other skills necessary to become a better reader. Students in this course learn ways to improve skills in listening comprehension, following directions, and English language conventions. These skills will then be utilized in their content area classes and towards assignments.

PARTNERSHIP
Full Year Credited Class

The Partnership Program provides educational, behavioral and therapeutic supports as well as case management within a comprehensive inclusion based program. The Program is designed for students who are experiencing academic, social, or behavioral difficulties. This is a program with classes and support services designed to help students develop self-advocacy skills, maintain consistent academic performance, and learn independent problem solving techniques. Students are required to maintain a daily assignment notebook as well as organize and address their academic responsibilities. Grades reflect the students’ level of work, active participation, and effort demonstrated in pursuing their individual goals. A clinician on staff in Partnership provides counseling to students during the school day on a regular basis, case management, consultation to outside collaterals, and family consultation. Admission/exit criteria from program determined by the special education Team process.

ESSENTIALS PROGRAM
The Essentials Program is designed for students who require small group instruction where instructional information is delivered in a methodical and deliberate pace to allow students’ additional processing time and learning opportunities. The Essential Program’s core academic classes are aligned with academic courses offered at Walpole High School and are designed for students who exhibit emerging skills and are making progress towards meeting grade level skill acquisition. Essentials courses focus on the fundamentals of the content and are designed to enhance basic skills and knowledge necessary for success within the discipline. Essentials courses include English, Math, History and Science. Admission/exit criteria from program determined by the special education Team process.

ESSENTIALS of JOURNALISAM
Semester Course 2.5 Credits
Prerequisite: Dept. Head Approval Open to Fr. So, Jr.

The course is open to students who are interested in the field of journalism and developing necessary skills. Students will practice the skills to conduct interviews, write editorials and review books, movies, and video games. Among other resources, the student will use the school newspaper The Rebellion as model to explore journalism concepts. Students will be introduced to basic desktop publishing skills. This course is recommended for students with emerging writing skills. This course is co-sponsored by the Special Education Department and the English Department at Walpole High School.
ESSENTIALS of DIGITAL FILM MAKING
Semester Course 2.5 Credits
Prerequisite: Dept. Head Approval Open to Fr. So, Jr.

This is an introductory course for students who are interested in developing the skills necessary to create independent short films. Students will become familiar with the prerequisite skills of preproduction, production and postproduction of film making. In this small group elective, students will receive direct instruction on writing scripts, creating storyboards and basic camera work. This course is sponsored by the Special Education and English Department at Walpole High School.

CAREER AND EDUCATION
The Career and Education Program is designed for students with moderate to severe disabilities. The goal of the program is to provide an environment where students can develop skills necessary to become meaningful participants in both the school community and the community at large. Students in this program have the opportunity to access learning up to their twenty-second birthday, in accordance with state law. Ultimately, the goal is for each student to develop the skills needed to function as independent members of society. Admission/exit criteria from program determined by the special education Team process.

TIER I

LIFE SKILLS
This class is designed to teach basic communication, personal, social, and life skills to students that have multi-needs. A variety of topics included (but are not limited to) are: accessing transportation, taking care of a home, organizing leisure activities, safety in the home and community, safety on the internet, and laundry skills are discussed and practiced. In addition, students learn and practice social skills such as getting along with peers, advocating for self, expressing emotions, and appropriate behavior for the workplace.

PRE-VOCATIONAL JOB TRAINING
Students participate in the work experiences (generally within the school). The goal of these experiences is to develop the universal skills required for almost all workers. Focus areas include attendance and punctuality, following directions, communicating work related issues/concerns, developing effective working relationships with co-workers, developing specific job skill acquisition, demonstrating increased independence in completing work tasks. Work experiences are based on student interest whenever possible. Evaluations on work performance are completed by the job coach. Self-assessments are completed by the student.
TIER II

POST GRADUATES VOCATIONAL SKILLS INTERNSHIPS
Students are given the opportunity to practice and demonstrate work skills and concepts acquired through the pre-vocational job training within community-based internship. Each student’s job experience and goals are individually tailored to address identified transition goals. Students are matched with work experiences as opportunities allow. Vocational experience builds upon the basic work skills developed in pre-vocational job training. Students are supported in community internships by job coaches. Community internships allow for increased job independence and decreased direct supervision. Evaluations on work performance are completed daily by the job coach. Self-assessments/reflections are completed by the student and reviewed with the job coach and teacher.

LIFE SKILLS
This class is designed to teach basic communication, personal, social, and life skills to students that have multi-needs. A variety of topics included (but are not limited to) are: accessing transportation, taking care of a home, organizing leisure activities, safety in the home and community, safety on the internet, and laundry skills are discussed and practiced. In addition, students learn and practice social skills such as getting along with peers, advocating for self, expressing emotions, and appropriate behavior for the workplace.

FUNCTIONAL MATH
This course addresses the acquisition of practical math skills necessary for independent living as well as improving general mathematics skills. Students have the opportunity to develop proficiency in the use of calculators and the application of the major mathematical processes. Additionally, students practice math skills related to daily living, such as: budgeting, banking, maintaining a checking account, earning a paycheck, measurement, and shopping.

FUNCTIONAL READING AND WRITING
The curriculum follows the Massachusetts Curriculum Frameworks modified to meet the needs of the individual student. This curriculum focuses reading, writing, grammar and vocabulary skills. Skills are reinforced through the use of varied reading sources including, but not limited to, books, newspapers, magazines, and articles.
TEC Offerings: Please log directly into the TEC website to see all current course offerings. See your guidance counselor to register for a class.

http://www.tec-coop.org/tec-online-academy/tec-online-learning-options

TECCA Offerings: Please log directly into the TECCA website to see all current course offerings. See your guidance counselor to register for a class.
APPENDIX A

The following courses have been approved by the Walpole High School Curriculum Council. However, are not currently available to students due to budget constraints.

ART

FRESHMAN FOUNDATIONS OF ART
Semester Course 2.5 credits
Prerequisite: None Open to: Freshmen

This is a foundation class designed for freshmen. Students will learn the language of art, how to work with a variety of materials, the purpose of art criticism, and with each project make connections to art history or contemporary culture. Students will draw, paint, print, collage, and sculpt to create a series of assignments in both two and three dimensions. Students will keep a Process Journal and complete homework assignments to help refine and expand their in-class work. There will be a final examination.

ART EXPLORATION
Semester 2.5 credits
Prerequisite: None Open to: So., Jr., Sr.

This course is designed for upperclassmen to provide opportunities for the appreciation and creation of both fine and applied art. Areas of exploration may include; pottery, journal making, bookmaking, collage, and printmaking. There will be a final examination.

ISSUES & IMAGES
Semester 2.5 credits
Prerequisite: None Open to: So., Jr., Sr.

This class will introduce art history by investigating ways in which art has developed and functioned within past and present cultures. Students will analyze works of art for the purpose of understanding the relationship between artistic expression and cultural context. Connections through music, dance, literature, science, and historical events will be discussed as well.

Slide/lecture, video, class discussion, museum work, and multimedia study aids will reinforce weekly reading assignments written by art critics, historians, and artists. A journal for note taking, handouts, and museum assignments as well as contribution to class discussion is required. No prior experience in art or art history is required. There will be a final examination.
ENGLISH

Communication and Media Literacy
Semester 2.5 credits
Prerequisite: Department Chairperson Approval Open to: Jr., Sr.

The course examines the study of mass communication, which includes newspapers, magazines, advertising, TV, radio, film, and the internet. Media literacy is the process of accessing, analyzing, evaluating and creating messages in a wide variety of forms. Students develop strategies to recognize the ways in which mass media construct our modern culture, affect our thoughts and actions, and use persuasive language and techniques to shape our reality. Topics for study will include current events, the history of media, the construction of media and messages, the values assigned through media, and the use of propaganda.

INTRODUCTION TO THEATRE
Semester 2.5 credits
Prerequisite: Department Chairperson Approval Open to: Fr., So., Jr., Sr.

Students learn basic techniques used by stage actors to read scripts and perform plays. Students also learn the concepts of set design, costume, and lighting, as well as theatre etiquette and the vibrant history of theatre. Activities include creating a character, performing short scenes, attending theatrical performances, and writing reviews. Members of the class critique each other's work in a supportive environment that stresses teamwork.

THEATRE II
Semester 2.5 credits
Prerequisite: Introduction to Theatre, min. grade of 88, Open to: Fr., So., Jr., Sr.
Or Department Chairperson Approval

This course introduces experienced drama students to the dramatic interpretation of scripts. Students learn to think like directors. They read a play and perform scenes in order to understand the playwright's intent, research the cultural context of the play, and create a production concept (the visual communication of a play's ideas through set, costume, lighting, and use of space).

AN INTRODUCTION TO FILM STUDIES
Semester 2.5 credits
Prerequisite: Departmental Chairperson Approval Open to: Fr., So., Jr., Sr.

Students explore the history of film and discover the impact film has had on society as well as the impact of society on film. Students analyze the works of the early trailblazers (Keaton, Welles, Hitchcock), the 60's movie brats (Coppola, Bogdanovitch), and the new independents (Tarantino, P.T. Anderson). This course requires critical thinking and a high degree of class participation, thoughtful discussion, essay writing, and formal critical analysis.

Courses Currently Not Offered: 88
FAMILY & CONSUMER SCIENCES

FAMILY LIVING
Year Course 5 credits
Prerequisite: None
Open to: Fr., So., Jr., Sr.

Family Living is a full-year course that provides students with an opportunity to investigate the self and the important relationships that affect individuals in society. Authorities in the varied fields of psychology, sociology, anthropology, biology, philosophy, and education are studied and their theories applied to help the students understand themselves and their relationships. Students are encouraged to analyze their own behaviors and those of others to gain insights and skills that can strengthen individuals and families.

CHILD DEVELOPMENT I
Year Course 5 credits
Prerequisite: None
Open to: Fr., So., Jr., Sr.

Child Development I covers the process of pregnancy and reproduction, as well as the physical, social, emotional, intellectual, and moral development of the child from conception through school age. In addition, each student will travel to a Walpole elementary school during class time to assist a teacher for one period during each 7-day cycle. Students are also required to participate in the Baby Think-It-Over program, in which they care for an infant simulator for a 3-4 day period at home.

CHILD DEVELOPMENT II
Year Course 5 credits
Prerequisite: Child Development I, min. grade of 80
Open to: Seniors

Child Development II is a continuation of Child Development I, encompassing the units from the development of the preschool child to the adolescent. In addition, it will include an expanded lab component of two visits to lab per 7-day cycle. Topics will include preschools, careers in child development, resolving children's conflicts, and ongoing lessons on developing curriculum for labs.

CONFLICT RESOLUTION I
Semester 2.5 credits
Prerequisite: None
Open to: Fr., So., Jr.,

The Conflict Resolution course is a study of the causes and effects of conflict, with the goal of training student mediators for the Peer Mediation Program. Students practice effective communication skills and analyze conflicts through activities and role-plays. Several types of dispute resolution will be studied, along with the role of culture, bias, and third parties to conflict.

Courses Currently Not Offered: 89
CONFLICT RESOLUTION II
Semester 2.5 credits
Prerequisite: Conflict Resolution I, min. grade of 90, Teacher Recommendation
Open to: So., Jr., Sr.

This class is designed to enable students to serve a leadership role in the classroom. In addition to furthering their own training in conflict resolution, students will receive additional experience in analyzing conflict and observing the results of many mediation strategies. Role-play facilitators will also become experienced in giving constructive feedback to their peers in a neutral, non-threatening manner. Students will participate in all Conflict Resolution I activities, compile role-play feedback sheets for each mediation observed, and complete journal entries for all mediations.

BUSINESS

COMPUTER APPLICATIONS I Semester, 2.5 credits
Prerequisite: None Open to: Fr., So., Jr., Sr.

This is an essential and practical course for every student, whether they are considering going on to college or immediately entering the workforce. Students will learn the foundations of keyboarding using a variety of computer software, keyboarding information, and processing textbooks. In addition, students will learn the fundamentals of Microsoft Word, Excel, and PowerPoint creating, formatting, editing, and printing documents such as letters, tables, reports, resumes, etc. Students will also conduct short presentations in class.

COMPUTER APPLICATIONS II Semester, 2.5 credits
Prerequisite: Computer Applications I Open to: Fr., So., Jr., Sr.

Students will learn how to communicate using the computer as a tool. More advanced topics in Excel, PowerPoint, Publisher, and Access will be covered. Using Access – students will learn how to design and create a database. Searching the database using filters and queries will be studied. Using PowerPoint – students will learn how to plan and create presentations that include text, pictures, draw objects, and clipart. Students are required to present more comprehensive slide shows to the class using PowerPoint and alternative web-based presentation software. Desktop publishing techniques using Word is also covered.

HEALTH & FITNESS

FIRST AID/CPR 2.5 credits
Semester

Courses Currently Not Offered: 90
Prerequisite: None
Open to: So., Jr., Sr.

This course will provide students with the knowledge and skills necessary in an emergency to help keep someone alive, to reduce pain, and to minimize the consequences of injury or sudden illness until professional medical help arrives. Additionally, American Red Cross certification opportunities in Adult CPR/AED (Automatic External Defibrillation), Infant, and Child CPR will be provided.

**SCIENCE**

**ENVIRONMENTAL CHEMISTRY CP-2**
Year Course: 5 credits
Prerequisite: Teacher Recommendation, Completed Biology
Open to: Jr., Sr.

The goal of this course is to expose students to major chemical concepts by investigating the chemistry of the environment. Students will explore the chemical foundations of the hydrosphere and atmosphere and discover how humans have altered these systems. They will also investigate the basics science of nuclear energy and other energy sources. Like a general chemistry course, Environmental Chemistry will include lab experiments, formal lab reports, research projects, lab journals, and problem solving. Emphasis will be placed on relating general chemistry concepts to everyday experiences and the natural world. Computer technology will be applied throughout the course.

**Notes:**
<p>| INDEX |
|--------|---------------------------------|
| A+CERTIFICATION | 22 | CONSTRUCTION TECHNOLOGY | 19 |
| ACADEMIC SUPPORT | 82 | CORE CURRICULUM | 51 |
| ACCOUNTING I | 16 | COURSE CHANGE PERIOD | 6 |
| ACCOUNTING II | 16 | COURSE CHANGES | 6 |
| ACCREDITATION STATEMENT | V | COURSE DESCRIPTIONS | 7 |
| ADAPTED PHYSICAL EDUCATION | 47 | COURSE FAILURE/MAKE-UP | 7 |
| ADVANCE PLACEMENT EXAMINATION POLICY | 7 | COURSE LEVEL DESIGNATIONS | 5 |
| ADVANCED MANUFACTURING TECHNOLOGY | 18 | COURSE PREREQUISITES/WAIVERS | 5 |
| ADVANCED PIANO LAB | 63 | COURSE REQUIREMENTS | 4 |
| ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION | 28 | CP-1: COLLEGE WRITING / LITERATURE | 29 |
| ADVANCED PLACEMENT PHYSICS C | 73 | CP-2: COLLEGE WRITING / LITERATURE | 30 |
| ADVANCED ROBOTICS HONORS* | 21 | CREATIVE WRITING: A FOCUS ON POETRY AND THE SCREENPLAY | 30 |
| ADVANCED STRATEGIES IN DRAWING AND PAINTING | 11 | CREDITS | 4 |
| ADVANCED TELEVISION PRODUCTION | 59 | DEFINITIONS OF ACADEMIC EXPECTATIONS | III |
| ALGEBRA I CP1 | 51 | DESIGN I | 14 |
| ALGEBRA I CP2 | 51 | DESIGN II | 14 |
| ALGEBRA I HONORS | 51 | DESIGN III | 15 |
| ALTERNATIVE APPROACHES IN DRAWING | 11 | DIGITAL FILM MAKING I | 57 |
| ANATOMY AND PHYSIOLOGY CP-1 | 69 | DIGITAL FILM MAKING II | 57 |
| ANATOMY AND PHYSIOLOGY CP-2 | 69 | DIGITAL FILM MAKING III | 57 |
| ANATOMY AND PHYSIOLOGY HONORS | 68 | DIGITAL MEDIA APPLICATIONS | 58 |
| AP CHEMISTRY | 72 | DISCRETE MATH CP1 | 54 |
| AP BIOLOGY | 72 | DISCRETE MATH CP2 | 54 |
| AP CALCULUS AB | 55 | DISTRICT MISSION STATEMENT | I |
| AP CALCULUS BC | 56 | DISTRICT VISION STATEMENT | I |
| AP ENVIRONMENTAL SCIENCE | 72 | DRAWING AND PAINTING | 12 |
| AP FRENCH LANGUAGE | 38 | DRAWING AND PAINTING II | 12 |
| AP LATIN | 43 | DRAWING AND PAINTING III/SENIOR INVESTIGATIONS | 12 |
| AP PHYSICS II | 73 | DUAL ENROLLMENT | 8 |
| AP STATISTICS | 56 | EARTH SCIENCE CP-2 | 69 |
| AP STUDIO ART: 2D DESIGN | 15 | ECONOMICS CP-1 | 80 |
| AP STUDIO ART: 3D DESIGN | 14 | ELECTRONICS | 20 |
| AP STUDIO ART: DRAWING | 12 | ENERGY SYSTEMS | 20 |
| ARCHITECTURAL DESIGN | 19 | ENERGY SYSTEMS CP | 70 |
| BAND | 61 | ENGINEERING DESIGN | 21 |
| BIOLOGY CP-1 | 66 | ENGINEERING DESIGN HONORS | 21 |
| BIOLOGY CP-2 | 66 | ENGLISH | 23 |
| BIOLOGY-HONORS | 66 | ENGLISH ELECTIVE COURSES | 30 |
| CALCULUS HONORS | 54 | ENTREPRENEURSHIP | 17 |
| CAREER AND EDUCATION | 84 | ENVIRONMENTAL SCIENCE CP-1 | 70 |
| CERAMICS AND SCULPTURE I | 13 | EUROPEAN HISTORY AP | 78 |
| CERAMICS AND SCULPTURE II | 13 | FILM STUDIES: A CRITICAL LOOK AT FILMS | 31 |
| CERAMICS AND SCULPTURE III | 13 | FOREIGN LANGUAGE | 33 |
| CERTIFICATE OF ATTAINMENT | 3 | FORENSIC SCIENCE | 70 |
| CHEMISTRY CP-1 | 67 | FOUNDATIONS OF CREATIVE WRITING: SHORT FICTION AND NONFICTION | 30 |
| CHEMISTRY HONORS | 67 | FRENCH I CP-1 | 36 |
| CLASS RANK | 4 | FRENCH IA CP-1 | 36 |
| CLASSROOM LEADER PROGRAM | 8 | FRENCH II CP-1 | 36 |
| COLLEGE ADMISSION REQUIREMENTS | 7 | FRENCH II HONORS | 37 |
| COLLEGE WRITING | 29 | FRENCH III CP-1 | 37 |
| COMPLEMENTARY ACADEMIC PROGRAMS | 8 | FRENCH III HONORS | 37 |
| COMPUTER APPLICATIONS I | 91 | FRENCH IV CP-1 | 37 |
| COMPUTER APPLICATIONS II | 91 | FRENCH IV HONORS | 37 |
| COMPUTER PROGRAMMING | 22 | FRENCH V CP-1 | 38 |
| CONCERT CHOIR | 60 | | |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH V HONORS</td>
<td>38</td>
</tr>
<tr>
<td>FRESHMAN ENGLISH CP-1</td>
<td>25</td>
</tr>
<tr>
<td>FRESHMAN ENGLISH CP-2</td>
<td>25</td>
</tr>
<tr>
<td>FRESHMAN ENGLISH HONORS</td>
<td>25</td>
</tr>
<tr>
<td>FRESHMAN FOUNDATIONS OF ART</td>
<td>88</td>
</tr>
<tr>
<td>FRESHMAN PHYSICAL EDUCATION</td>
<td>47</td>
</tr>
<tr>
<td>FUNCTIONAL MATH</td>
<td>85</td>
</tr>
<tr>
<td>FUNCTIONAL READING AND WRITING</td>
<td>85</td>
</tr>
<tr>
<td>GENETICS/BIOtechnology-CP-1</td>
<td>70</td>
</tr>
<tr>
<td>GEOMETRY CP1</td>
<td>52</td>
</tr>
<tr>
<td>GEOMETRY CP2</td>
<td>52</td>
</tr>
<tr>
<td>GEOMETRY HONORS</td>
<td>52</td>
</tr>
<tr>
<td>GERMAN I CP-1</td>
<td>39</td>
</tr>
<tr>
<td>GERMAN II CP-1</td>
<td>39</td>
</tr>
<tr>
<td>GERMAN III CP-1</td>
<td>39</td>
</tr>
<tr>
<td>GERMAN IV CP-1</td>
<td>40</td>
</tr>
<tr>
<td>GRADE POINT AVERAGE (GPA) CALCULATION</td>
<td>4</td>
</tr>
<tr>
<td>GRADUATION</td>
<td>4</td>
</tr>
<tr>
<td>GRADUATION REQUIREMENTS, CREDITS, CLASS RANK &amp; GPA</td>
<td>2</td>
</tr>
<tr>
<td>GREEK MYTHOLOGY CP-1</td>
<td>41</td>
</tr>
<tr>
<td>GUIDANCE SERVICES</td>
<td>1</td>
</tr>
<tr>
<td>HEALTH</td>
<td>48</td>
</tr>
<tr>
<td>HISTORY &amp; CULTURE THROUGH FILM CP2</td>
<td>81</td>
</tr>
<tr>
<td>HONORS COLLEGE WRITING</td>
<td>29</td>
</tr>
<tr>
<td>HONORS LITERATURE</td>
<td>29</td>
</tr>
<tr>
<td>HONORS: COLLEGE WRITING / LITERATURE</td>
<td>29</td>
</tr>
<tr>
<td>INDEPENDENT STUDY</td>
<td>22</td>
</tr>
<tr>
<td>INDEPENDENT STUDY PROGRAM</td>
<td>8</td>
</tr>
<tr>
<td>INTEGRATED SCIENCE CP-1</td>
<td>65</td>
</tr>
<tr>
<td>INTEGRATED SCIENCE CP-2</td>
<td>66</td>
</tr>
<tr>
<td>INTERNATIONAL RELATIONS HONORS</td>
<td>78</td>
</tr>
<tr>
<td>INTRO TO CALCULUS CP1</td>
<td>54</td>
</tr>
<tr>
<td>INTRODUCTION TO LANGUAGE II: LATIN CP-2</td>
<td>41</td>
</tr>
<tr>
<td>INTRODUCTION TO LANGUAGE: LATIN CP-2</td>
<td>40</td>
</tr>
<tr>
<td>JAZZ ENSEMBLE</td>
<td>62</td>
</tr>
<tr>
<td>JOURNALISM I</td>
<td>58</td>
</tr>
<tr>
<td>JOURNALISM II</td>
<td>58</td>
</tr>
<tr>
<td>JOURNALISM III</td>
<td>59</td>
</tr>
<tr>
<td>JUNIOR ADVANCED PLACEMENT LANGUAGE AND COMPOSITION</td>
<td>27</td>
</tr>
<tr>
<td>JUNIOR ENGLISH CP-1</td>
<td>27</td>
</tr>
<tr>
<td>JUNIOR ENGLISH CP-2</td>
<td>28</td>
</tr>
<tr>
<td>JUNIOR ENGLISH HONORS</td>
<td>27</td>
</tr>
<tr>
<td>LATIN</td>
<td>40</td>
</tr>
<tr>
<td>LATIN I CP-1</td>
<td>40</td>
</tr>
<tr>
<td>LATIN I HONORS</td>
<td>40</td>
</tr>
<tr>
<td>LATIN II CP-1</td>
<td>41</td>
</tr>
<tr>
<td>LATIN II HONORS</td>
<td>41</td>
</tr>
<tr>
<td>LATIN III CP-1</td>
<td>42</td>
</tr>
<tr>
<td>LATIN III HONORS</td>
<td>42</td>
</tr>
<tr>
<td>LATIN IV CP-1</td>
<td>43</td>
</tr>
<tr>
<td>LATIN IV HONORS</td>
<td>42</td>
</tr>
<tr>
<td>LIFE SKILLS</td>
<td>84, 85</td>
</tr>
<tr>
<td>LITERATURE</td>
<td>29</td>
</tr>
<tr>
<td>MACROECONOMICS HONORS</td>
<td>79</td>
</tr>
<tr>
<td>MANDARIN I CP-1</td>
<td>35</td>
</tr>
<tr>
<td>MANDARIN II CP-1</td>
<td>35</td>
</tr>
<tr>
<td>MANDARIN III HONORS</td>
<td>36</td>
</tr>
<tr>
<td>MANUFACTURING TECHNOLOGY</td>
<td>18</td>
</tr>
<tr>
<td>MARINE SCIENCE CP-1</td>
<td>71</td>
</tr>
<tr>
<td>MARKETING</td>
<td>16</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>49</td>
</tr>
<tr>
<td>MATHEMATICS PROGRAM</td>
<td>50</td>
</tr>
<tr>
<td>MEDIA</td>
<td>57</td>
</tr>
<tr>
<td>MEN'S CHOIR</td>
<td>61</td>
</tr>
<tr>
<td>MICROECONOMICS HONORS</td>
<td>79</td>
</tr>
<tr>
<td>MUSIC IN EVERYDAY LIFE</td>
<td>63</td>
</tr>
<tr>
<td>MUSIC PROGRAM</td>
<td>60</td>
</tr>
<tr>
<td>MUSIC THEORY AND COMPOSITION</td>
<td>62</td>
</tr>
<tr>
<td>NON-CORE ELECTIVE GROUPS</td>
<td>3</td>
</tr>
<tr>
<td>ORCHESTRA STRINGS</td>
<td>62</td>
</tr>
<tr>
<td>PARTNERSHIP</td>
<td>83</td>
</tr>
<tr>
<td>PERSONAL FINANCE</td>
<td>16</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>2, 47</td>
</tr>
<tr>
<td>PHYSICS CP-1</td>
<td>68</td>
</tr>
<tr>
<td>PHYSICS HONORS</td>
<td>68</td>
</tr>
<tr>
<td>PIANO LAB</td>
<td>62</td>
</tr>
<tr>
<td>POST GRADUATES VOCATIONAL SKILLS INTERNSHIPS</td>
<td>85</td>
</tr>
<tr>
<td>PRE- VOCATIONAL JOB TRAINING</td>
<td>84</td>
</tr>
<tr>
<td>PRINTMAKING AND MIXED MEDIA</td>
<td>11</td>
</tr>
<tr>
<td>PRODUCT DESIGN &amp; ANALYSIS</td>
<td>19</td>
</tr>
<tr>
<td>PRODUCT DESIGN &amp; ANALYSIS CP</td>
<td>69</td>
</tr>
<tr>
<td>PROGRESS REPORTS</td>
<td>7</td>
</tr>
<tr>
<td>PSYCHOLOGY CP1</td>
<td>81</td>
</tr>
<tr>
<td>PUBLIC SPEAKING</td>
<td>31</td>
</tr>
<tr>
<td>READING AND WRITING FOR ENGLISH LANGUAGE LEARNERS</td>
<td>31</td>
</tr>
<tr>
<td>REMOVAL FROM AP, HONORS, AND &quot;WAIVER&quot; COURSES</td>
<td>6</td>
</tr>
<tr>
<td>REPORT CARDS</td>
<td>7</td>
</tr>
<tr>
<td>ROBOTICS</td>
<td>20</td>
</tr>
<tr>
<td>ROMAN CIVILIZATION CP-1</td>
<td>42</td>
</tr>
<tr>
<td>SCHOOL COUNSELORS AND THE COURSE SELECTION PROCES</td>
<td>1</td>
</tr>
<tr>
<td>SCIENCE FAIR</td>
<td>71</td>
</tr>
<tr>
<td>SELECTING COURSES</td>
<td>4</td>
</tr>
<tr>
<td>SENIOR ADVANCED PLACEMENT LANGUAGE AND COMPOSITION</td>
<td>28</td>
</tr>
<tr>
<td>SENIOR ENGLISH ONE-SEMESTER CORE COURSES (EXCEPT CP-2)</td>
<td>28</td>
</tr>
<tr>
<td>SOCIETY CP1</td>
<td>80</td>
</tr>
<tr>
<td>SOPHOMORE ENGLISH CP-1</td>
<td>26</td>
</tr>
<tr>
<td>SOPHOMORE ENGLISH CP-2</td>
<td>26</td>
</tr>
<tr>
<td>SOPHOMORE ENGLISH HONORS</td>
<td>26</td>
</tr>
<tr>
<td>SPANISH</td>
<td>43</td>
</tr>
<tr>
<td>SPANISH I CP-1</td>
<td>43</td>
</tr>
<tr>
<td>SPANISH II CP-1</td>
<td>44</td>
</tr>
<tr>
<td>SPANISH II CP-2 LANGUAGE AND CULTURE</td>
<td>43</td>
</tr>
<tr>
<td>SPANISH III CP-1</td>
<td>44</td>
</tr>
<tr>
<td>SPANISH III CP-2 LANGUAGE AND CULTURE</td>
<td>43</td>
</tr>
<tr>
<td>SPANISH III HONORS</td>
<td>44</td>
</tr>
<tr>
<td>SPANISH IV CP-1</td>
<td>44</td>
</tr>
<tr>
<td>SPANISH IV HONORS</td>
<td>45</td>
</tr>
<tr>
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