

HULL HIGH SCHOOL

PROGRAM OF STUDY

2009 – 2010 School Year

Effective: July 1, 2009

GENERAL INFORMATION

COURSE SELECTIONS

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

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

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

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

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

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

Once a student’s program has been scheduled, changes become not only difficult but often impossible. Such changes are complicated further by their impact on other courses. Therefore, students are advised to plan carefully before reaching a decision. All add/drop requests forms must be submitted to a student’s guidance counselor before the completion of the second full week of school for that year (including spring semester courses).

ACCREDITATION STATEMENT

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

GRADUATION REQUIREMENTS

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

Students must earn a minimum of 140 credits to graduate.

In addition, the following subjects must be completed with at least a passing mark:

English	4 full year courses
Mathematics	4 full year courses (including Algebra I and II, and Geometry*)
Science	4 full year courses (including Physical Science, Biology, and Chemistry*)
Social Studies	3 full year courses (World History II, and U.S. History I and II*)
Physical Education	4 years of physical education

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

PROMOTION REQUIREMENTS

All students are required to carry a total of 42 credits per school year and acquire a certain number of credits to progress from class to class as follows:

- To be classified as a sophomore, a student must have earned 30 credits;
- To be classified as a junior, a student must have earned 60 credits;
- To be classified as a senior, a student must have earned 100 credits and have passed all required MCAS Tests.

GRADING SYSTEM

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

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

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

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

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

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

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

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

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

GRADE OF D D (65-69)

Below Average: Student demonstrates minimal understanding of the essential concepts and processes embodied in the course content. Student demonstrates a basic lack of comprehension and development of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 65-69% range in tests, quizzes, performance assessments, projects and final examinations.

GRADE OF F F (below 65)

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

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

PROGRESS / GRADE REPORTING

At the midpoint of each marking quarter, academic progress reports will be mailed home. Formal report cards are prepared at the end of each marking quarter. All report cards will be mailed home. If a report card is not received, a copy of the report card may be picked up from the guidance office. Final marks are the average of the four quarterly marks, midterm, and the final exam. Since an “F” grade can mean anything from 0 – 64, a low “F” carries a great deal of negative weight in an average. Students who find themselves in academic difficulty in any given marking term should do their best to earn as high a numerical average as possible so that they will be able to do well enough in subsequent terms to pass for the year.

GRADE POINT AVERAGE AND RANK IN CLASS

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

For the purpose of determining class rank, a student's GPA will be calculated as follows:

1. All courses taken at Hull High School, with the exception of Study Skills and other courses to be designated annually by the Principal and approved by the Superintendent will be included in the calculation of a student's GPA. A course retaken after the receipt of a failing grade will not be counted towards the GPA. Courses taken outside Hull High School may be counted toward credit for graduation, but will not be used in calculating a student's GPA.

2. All courses eligible to be counted in calculating a student's GPA are assigned a point value by converting the letter grade received in the course to a numerical value per the table below and multiplying that numerical value by the number of credits received for that course.
3. Totaling the point values for all eligible courses and then dividing the sum by the total number of credits received by the student for those courses determine the GPA. This calculation will be carried to the third decimal place.
4. Course levels are indicated in this *Program of Studies*.

Letter Grade Numerical Equivalents

Level	A	A-	B+	B	B-	C+	C	C-	D	F
CP	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00
H	4.50	4.17	3.83	3.50	3.17	2.83	2.50	2.17	1.50	0.00
College	4.75	4.42	4.0	3.75	3.42	3.08	2.75	2.42	1.75	0.00
AP	5.00	4.67	4.33	4.00	3.67	3.33	3.00	2.67	2.00	0.00

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

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

ATTENDANCE

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

Excessive absenteeism from school and from individual classes will result in a loss of credit. In an effort to inform parents of student class attendance, period attendance is taken each period by all faculty. The results of the period attendance are displayed for each term on the student's report card. Awarding of course credit will be seriously impacted by absenteeism. *Students should refer to the Student Handbook for specific information about attendance requirements.*

GUIDANCE SERVICES

Guidance services combine the student support efforts of our guidance counselors in collaboration with the school's faculty in guiding the academic and social development of each student. This team approach is to view the whole student as both an evolving individual and as a learner and to help our students prepare themselves for life after high school. The counselors meet with students in order to help students plan appropriate course

selections and post high school plans. Counselors help students examine the process of self-assessment, goal setting, and career exploration as it relates to high school and post-secondary planning. Students are encouraged to consult with their counselors frequently and to make extensive use of the various publications and electronic resources to advance the process of job searches, college searches, as well as financial aid and scholarship opportunities. Students learn what is important in the area of employment, college requirements and the completion of appropriate post secondary institution applications. Parents/guardians are also encouraged to consult with members of the guidance staff, teachers and administrators with respect to their child's program.

Weekly progress reports are available for all students. Students in the program will pick-up the progress report forms from their counselor on Fridays before school. Individual students will be responsible for taking the form to all their teachers throughout the day and delivering the report to their parents.

PSYCHOLOGICAL SERVICES

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

SPECIAL EDUCATION

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

EQUAL EDUCATIONAL OPPORTUNITY

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

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance. Students eligible for 504 assistance are those who: (1) have a physical or mental impairment which substantially limits one or more major life activities, (2) have a record of such impairment or (3) are regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks. Any student or parent/guardian having a question, concern, or complaint is invited to contact the school principal or equal opportunity coordinator.

MASSACHUSETTS STATE COLLEGES AND UNIVERSITIES – ADMISSIONS REQUIREMENT

The admissions standards for the state colleges and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. *It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED recipient.*

FRESHMAN APPLICANTS

The admissions standards for freshmen applicants have two main parts:

1. 16 required academic courses.
2. a minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application. Applicants must also submit an SAT or ACT score.

ACADEMIC COURSE REQUIREMENT

Sixteen college preparatory courses distributed as follows are required. (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

- English 4 courses
- Mathematics 3 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework)
- Sciences 3 courses (including 2 courses with laboratory work)
- Social Sciences 2 courses (including 1 course in U.S. History)
- Foreign Languages 2 courses (in a single language)
- Electives 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

MINIMUM REQUIRED GRADE POINT AVERAGE (GPA)

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

SAT SCORES

Applicants who meet the GPA requirement do not have to use the sliding scale for admission, but still must submit SAT or ACT test scores for consideration if they are applying to a state college or UMass within three years of high school graduation. *Sliding Scale (used when GPA is lower than the minimum required GPA)* If an applicant's GPA falls below the required minimum, a sliding scale will apply. *This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state colleges or UMass.* Scores on the new writing section of the SAT will not affect the sliding scale for freshman applicants to the Massachusetts state colleges and to the University of Massachusetts at this time. The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will continue to be based upon the combined critical reading (verbal) and math sections of the SAT.

SLIDING SCALE FOR FRESHMAN APPLICANTS TO UMASS

Weighted High School GPA Combined SAT-I V&M Must Equal or Exceed (ACT Equivalent in Italics)

2.51-2.99 950 (20)

2.41-2.50 990 (21)

2.31-2.40 1030 (22)

2.21-2.30 1070 (23)

2.11-2.20 1110 (24)

2.00-2.10 1150 (25)

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

SLIDING SCALE FOR FRESHMAN APPLICANTS TO A STATE COLLEGE

Weighted High School GPA Combined SAT-I V&M Must Equal or Exceed (ACT Equivalent in Italics)

2.51-2.99 920 (19)

2.41-2.50 960 (20)

2.31-2.40 1000 (21)

2.21-2.30 1040 (22)

2.11-2.20 1080 (23)

2.00-2.10 1120 (24)

POST SECONDARY PLANNING

Freshman and sophomore students are encouraged to follow a well-planned sequence of courses within a specific career pathway. Course offerings in these clusters will provide academic foundations in career preparation that may lead to post secondary opportunities. Juniors are encouraged to begin gathering information on colleges or universities and evaluating a major course of study based on personal interest and ability. Students should review materials in the guidance office and send for college catalogs. Students are also advised to visit colleges with their parents/guardians during the spring and summer vacations. During the senior year, students should complete and submit college applications to a range of schools. Students should also arrange through the guidance office to attend discussions with career specialists, college admissions counselors and Armed Services recruiters.

STANDARDIZED / COLLEGE ENTRANCE EXAMINATION TESTS

All incoming freshman will take the Terra Nova 3 exam in October. All sophomores and juniors will take the PSAT/NMSQT in October. Juniors should take the College Board SAT or ACT in the spring. Seniors should retake the SAT or ACT in the fall if necessary, to improve their scores. Some students may also be required by specific Colleges or Universities to take SAT II: Subject Tests, which are typically taken in June at the end of the junior year. Publications about these standardized tests, testing dates, and registration information are available in the guidance office. Students need to check with each school to see what they require or prefer.

The **Terra Nova 3 Exam** allows the Hull Public Schools, parents, and students to compare student performance using a nationally representative norms. The test is designed to inform educators about a student's likely performance during MCAS testing, and provide diagnostic data regarding student strengths and weaknesses relative to state standards, as well as provide information regarding skills that need reinforcement.

The **PSAT/NMSQT** is an approximately two-hour test measuring verbal reasoning skills, critical reading skills, math problem-solving skills and writing skills. This standardized test provides firsthand practice for the SAT and gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The **SAT** is a three-hour and forty-five minute test measuring writing skills, critical reading skills, and mathematical skills, with scores ranging from 200 to 800 on each section. For a competitive score, the median SAT range is 560-670 for verbal and 510-680 for math. For a less competitive score, the median SAT range is 480-560 for verbal and 460-570 for math. The current state average is 516 for verbal and 522 for math. The *Writing Section* (60 minutes) measures grammar, usage, and word choice. Test Item types include multiple-choice questions that require the student to recognize errors and improve sentences and paragraphs, and a student written essay that requires the student to take a position on an issue and use examples to support this position. The *Critical Reading Section* (70 minutes) measures reading comprehension. Test Item types include multiple-choice questions based on critical information from long passages and paragraph-length reading selections, and sentence completions. The *Mathematics Section* (70 minutes) measures number and operations, algebra and functions, geometry, statistics, probability, and data analysis. Test Item types include multiple-choice questions and student-produced responses. Students are allowed to use a scientific level calculator on this section. Many colleges require SAT scores as part of the student's admission application.

The **SAT II: Subject Tests** are one-hour tests measuring knowledge and ability to apply that knowledge in a specific subject. There are 22 subject tests from which to choose. Students should plan to take a subject test upon completion of the related high school course and must register with the testing company in advance of the desired testing date. Highly selective colleges frequently require applicants to take one or more of these tests in addition to the SAT.

The **ACT** (American College Test) may also be taken in lieu of or in addition to the SAT. The ACT has four sections that measure academic achievement in English, Reading, Mathematics and Science Reasoning and uses a low scale of 1 to a high of 36 in scoring each subtest. There is also an optional writing section. Some colleges will accept the ACT with the optional writing in lieu of the SAT Subject Tests. Each section is scored separately, and a composite score is the most commonly reported index in the program. The *English Test* is a 75-question,

45-minute test that measures understanding of the conventions of standard written English; the *Math Test* is a 60-question, 60-minute test designed to evaluate mathematical skills; the *Reading Test* is a 40-question, 35-minute test of reading comprehension; and the *Science Reasoning Test* is a 40-question, 35-minute test that measures knowledge of the natural sciences and the ability to interpret, analyze, and evaluate scientific information. Many mid-western colleges prefer the ACT while east/west coast colleges seem to prefer the SAT. Students need to check with each school to see which test they require or prefer.

NCAA REQUIREMENTS

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

DIVISION I 16 COURSE CORE

4 years of English.
3 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
1 year of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or non-doctrinal religion / philosophy).

DIVISION II 14 COURSE CORE

3 years of English.
2 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
2 years of additional English, mathematics or natural/physical science.
2 years of social science.
3 years of additional courses (from any area above, foreign language or non-doctrinal religion / philosophy).

Specific information is available at the clearinghouse Web site at www.ncaaclearinghouse.net .

SCHOLARSHIPS, AWARDS AND FINANCIAL AID

Several scholarships and awards are made available to seniors through the generosity of local service organizations as well as philanthropic groups and individuals through specific criteria. Scholarships, academic awards, and athletic awards sponsored or administered by the district are free of restrictions based upon race, color, national origin, age, gender, religion, sexual orientation or handicap with the following exceptions: When making athletic awards to members of single sex teams, awards are in proportion to the number of students of each gender participating in interscholastic competition.

TRANSFER STUDENTS

A Hull High School guidance counselor will evaluate the transcripts of all students transferring into the high school in order to determine their correct placement. Parents may request that their children be enrolled in specific courses (ex. Honors) but must provide supporting documentation (course descriptions, syllabus, teacher recommendations, etc...) to substantiate their requests. The guidance counselor will make the final placement determination. Counselor decisions regarding student placements may be appealed to the high school Principal.

HULL HIGH SCHOOL WRITING INITIATIVE

A primary mission of the Hull Public Schools is to prepare students for success after high school. To help accomplish this task the high school has dedicated itself to focusing on improving the level of literacy of all of its students through writing. Each department in the high school has defined a scheme through which they will implement the initiative. Their methods are provided at the beginning of each department's course listings. It should be noted that course specific writing objectives might also be listed as a component of each course

description, in addition to the departmental focus. The Hull High School Writing Rubric will be utilized school wide as a component of the initiative to establish consistent expectations. Each department will meet with the high school administration to review and assess the effectiveness of their program. These meetings will occur formally at the end of the first semester, as well as at the completion of the school year.

QUINCY COLLEGE DUAL-ENROLLMENT PROGRAM

Hull High School and Quincy College have entered into a dual-enrollment agreement that allows Hull High School to offer Quincy College courses as part of its program of study. By taking a Quincy College course, a Hull High Student will technically enroll as a student of Quincy College and begin generating a college transcript. In addition to the 6 college credits awarded, students will receive 6 high school credits as well. Due to the fact students will be enrolling in Quincy College, generating a college transcript, and that Quincy College is accrediting the course there is a \$100.00 per course fee, \$35.00 per lab fee, payable to Quincy College, at the beginning of each semester. Due to the fact that each Quincy College course is offered as a semester course, each class is paired with another corresponding course and must be taken in sequence. Students may not elect to withdraw from a Quincy College course, and its corresponding course, after the second complete week of the school year.

COURSE DESCRIPTIONS

ENGLISH

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

The writing component of the English curriculum offers the student a comprehensive program from 9th to 12th grade that includes instruction and practice in the 7 stages of writing: audience analysis, prewriting, first draft, evaluating, revising, proofreading, and final composition. Students receive instruction and practice in the following writing formats: creative, descriptive, narrative, persuasive and expository writing. Analytical writing starts in the 9th grade and is followed by a comprehensive approach that culminates with full research writing by grade 12. The Hull High School writing rubric is consistently used in all grades and at all levels to ensure the student receives uniform feedback on their compositions.

149 FRESHMAN WRITING WORKSHOP

3 credits

This course is required to be taken by all incoming freshman in conjunction with English 9. All forms of writing will be taught to include: narrative, expository, descriptive, persuasive, creative, and research writing. A major component of the class will be students learning to evaluate their own work and provide peer editing using a common writing rubric. Students will be required to maintain a portfolio of their work and present examples of each type of writing to determine their final grade.

150 ENGLISH 9

6 credits

English 9 is a developmental course in language skills and literary analysis. Students will develop skills in the major writing modes, (persuasive, expository, descriptive and narrative), with increased emphasis on comparison/contrast, cause and effect, and other forms of the expository essays. Students will be expected to improve their writing skills by analyzing their strengths and weaknesses and by following a process approach to writing. To expand a student's word knowledge, intense vocabulary building is done regularly. Thorough grammar and punctuation instruction is integrated within writing exercises. Students will read and analyze examples of each of the major literary genres: short story, drama, nonfiction, poetry, and essays. Novels are read

in class and independently and are analyzed for character, content and style. Book reports will be assigned throughout the year.

TBD HONORS ENGLISH 9

6 credits

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

153 ENGLISH 10

6 credits

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

154 HONORS ENGLISH 10

6 credits

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

155 ENGLISH 11

6 credits

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

157 ENGLISH 12

6 credits

Students in this course will continue to develop their reading and writing skills through the study of various literary genres (novels, epics, short stories, poetry and drama). Although the primary focus of the course is British literature, students will also read representative works of world literature. A major emphasis of this course is to continue to improve writing skills: Students will respond in frequent writing assignments related to their reading. Instruction in the various writing modes (persuasive, expository, descriptive and narrative) will continue. The writing process will be emphasized and mechanics will be integrated into writing instruction. A research paper will be required. Vocabulary development will stress the use of words in context.

TBD SPEECH COMMUNICATION

6 credits

Grades 10 -12

An introduction to the discipline addressing the function, purpose and practical approaches to the study of speech communication. Special attention is given to developing self-confidence and skill in oral communication by affording each student an opportunity to participate in a number of different speech and presentation situations.

Practice situations include extemporaneous speeches, panel discussions, analysis of the concepts and theories of communication in small groups, evaluation skills in the team environment, and evaluative listening.

TBD CREATIVE WRITING

6 credits

Grades 10 - 12

Class will be taught in a workshop format that focuses on a study of various forms and genres of prose and poetry. Literary works will serve as models through analysis, application, and imitation. Composition exercises will reflect an understanding of studied forms and an application of creative techniques. The revision process will be crucial in the successful completion of this course, as students will compose multiple drafts before settling on a final product. The major means of assessment will be a portfolio of written work.

TBD CONFLICT IN LITERATURE

6 credits

Grades 10 - 12

This course will focus on human conflict and will be organized around the classic struggles of person vs. person, person vs. nature, and person vs. self. Readings will come from different time periods, and genres will include fiction, non-fiction, poetry, drama and film. Possible topics include the literature of war, psychology in literature, the search for self-identity, and readings on our relationship with the environment. Students should expect reading homework and will be given ample opportunity to respond to the course content both orally and in writing.

TBD HONORS SHAKESPEARE

6 credits

Grades 10 - 12

Shakespeare's plays and poetry have stood the test of time like no others. After over 400 years his comedies, tragedies, and historical dramas are still being performed on stage and made into movies, and his sonnets quoted around the globe. This course requires active participation speaking parts in the plays, and involves a study of Shakespeare himself, his times, and his art. *Prerequisite: A grade of "B" or above in the preceding Honors English course or an "A-" or above in the preceding English course AND a teacher recommendation.*

160 ADVANCED PLACEMENT ENGLISH - LITERATURE/COMPOSITION

6 credits

Grade 11 and 12

The AP English course in Literature and Composition is a college-level course that trains students to become skilled readers of literature written in a variety of periods and genres. Close readings of selected works of mainly British and American writers, dating from the seventeenth century to contemporary times, are combined with extensive writing and revision of analytical essays. A major goal of the course is to help students develop critical standards for interpreting literature while attaining a stylistic expression in writing. Research skills are stressed to prepare students for success in college. A minimum of three analytical research papers will be assigned per year. Four novels will be assigned for summer reading. Additional novels from the AP College Board suggested reading list will be covered throughout the year. In May, students in this course must take the Advanced Placement Examination in Literature and Composition. Students who do not take this examination will receive honors credit in lieu of advanced placement credit. (The student fee for taking this examination, which is administered and corrected by the College Board, was \$86.00 last year.) *Prerequisite: A grade of "B" or above in the preceding Honors English course or an "A-" or above in the preceding English course AND a teacher recommendation.*

161 ADVANCED PLACEMENT ENGLISH - LANGUAGE/COMPOSITION

6 credits

Grade 11 and 12

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

Additional novels from the AP College Board suggested reading list will be read throughout the year. In May, students in this course must take the Advanced Placement Examination in Literature and Composition. Students who do not take this examination will receive honors credit in lieu of advanced placement credit. (The student fee for taking this examination, which is administered and corrected by the College Board, was \$86.00 last year.) *Prerequisite: A grade of "B" or above in the preceding Honors English course or an "A-" or above in the preceding English course AND a teacher recommendation.*

162 ENGLISH COMPOSITION I – Quincy College Course* 3 HS credits / 3 College Credits
Grade 11 and 12

This course will emphasize developing the student's ability to articulate his/her thoughts in writing a coherent, unified, and well-structured composition. The student will write a series of papers. The student will also learn the techniques needed to produce a library research paper. The required research paper is a major component of the course. *Prerequisite: A grade of "B" or above in the preceding English course, teacher recommendation, and a combined score of 90 or higher on the Verbal and Writing components of the PSAT*

163 ENGLISH COMPOSITION II – Quincy College Course* 3 HS credits / 3 College Credits
Grade 11 and 12

A required course, which introduces the student to themes and techniques in the basic genres of literature: the short story, drama, and poetry. Expository papers may be written in response to ideas embodied in literature. *Prerequisite: Successful Completion of 162 English Composition I*

127 ENGLISH LITERATURE I - Quincy College Course* 3 HHS credits / 3 Q. College Credits
Grade 12

English Literature I explores the successive controlling concepts behind English literature from the Anglo-Saxon to the Neo-Classical periods. The course seeks to acquaint the student with the techniques and transformation of the literary genres as well as with the major authors and schools of writing. Required are the reading, analysis, and appreciation of representative literary masters who have influenced subsequent literature and thought. *Prerequisite: A grade of "B" or above in English Composition II or AP English Language / Composition and a teacher recommendation.*

128 ENGLISH LITERATURE II - Quincy College Course* 3 HHS credits / 3 Q. College Credits

English Literature II explores the predominant cultural concepts underlying the literature of England from the Pre-Romantic period to the Post-Atomic. It will examine the techniques and transformations of the literary genres in each succeeding period as well as sample the writings of representative authors. Involves the reading, analysis, and appreciation of works that have shaped modern literature and thought. *Prerequisite: Satisfactory completion of 127 English Literature I*

FINE ARTS

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

In Fine Arts classes, there will be one major writing assignment per semester. This will be a formal, typed paper relevant to the subject area, e.g. researching an artist, musician, composer, style, instrument, technique, art history, or period movement. Each paper will support of the writing initiative by utilizing the writing rubric, and may focus on a subsection (e.g. conventions and mechanics) to help students concentrate on a particular skill set, while also learning about the arts.

MUSIC

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

846 BAND

6 credits

Band is open to all students who desire to play a concert band instrument. Awareness and knowledge of the musical periods, sectional and ensemble-techniques will be developed through performance. Students are expected to perform in all concerts (Holiday, Winter, and Spring), pep band performances, the Memorial Day Parade, Graduation, Recitals, and possibly at other school events. Opportunities to audition for musical festivals will be available. Some rehearsal beyond the school day is required. Opportunities to participate in musical festivals will be available.

848 CONCERT CHORUS

6 credits

This course is designed for students who wish to further their singing development. Music selections will be selected from classical, Broadway, jazz and popular genres. Students are required to perform in all concerts (Holiday, Winter, and Spring), Graduation Ceremonies, Recitals, and possibly at other school events. Opportunities to participate in musical festivals will be available. Some rehearsals beyond the school day and evening concerts are required.

849 PIANO

6 credits

Grades 10, 11, 12

This course is for students who wish to begin the study of the piano or to improve and continue their study. Standard notation as well as chord chart reading will be introduced/reinforced. Some beginning MIDI sequencing will be introduced. Students will work on their technique by performing group lessons and solo pieces. Students will be required to perform, both in class and at a number of concerts and recitals, depending on their experience and proficiency. All students will be expected to perform in at least one recital and in the Spring Concert. Advanced students will be expected to perform in a minimum of two recitals, plus concerts. Opportunities to participate in musical festivals will be available.

843 GUITAR

6 credits

This course is for students who wish to begin the study of the guitar and/or bass or to improve and continue previous study. Standard notation as well as chord chart reading will be introduced/reinforced. Music theory elements involving scale patterns and chord structure and progressions will be introduced. Some beginning recording will also be introduced. Students will work on their technique by performing group lessons and solo pieces. Students will be required to perform, both in class and at a number of concerts and recitals, depending on their experience and proficiency. All students will be expected to perform in at least one recital and in the Spring Concert. Advanced students will be expected to perform in a minimum of two recitals, plus concerts. A working, maintained guitar or bass will be required, along with a case or gigbag, tuner, strap, cords, picks, and strings.

VISUAL ART

The visual arts are taught in a sequence of courses at Hull High School. Each course builds upon what the students learned in visual arts K-8 and prior high school courses, and each introduces a new level of knowledge and understanding of contemporary visual arts practices. In each course an emphasis will be placed upon exploration, artistic behavior, intellectual curiosity, analysis, and the student's role in the artistic process.

853 DRAWING AND PAINTING I: "Assembling Studio Skills"

6 credits

Grades 9-12

Students will learn to increase both their skills and their ideas for making art, and their ability to take risks and make independent choices within project parameters. Two-dimensional studio projects of all types, critiques, exhibition, writing artist statements, and weekly homework assignments are the main components of this course.

Emphasis will be on drawing both accurately and expressively, composing soundly, and using artistic behavior in all studio work.

854 DRAWING AND PAINTING II: “Artistic Growth”

6 credits

Grades 10- 12

Students will learn to increase their image making skills – both concretely and conceptually, and will begin to develop a strong and unique artistic voice. In this course, the practice of drawing is an important factor in student growth. Students will investigate the work of four different artists as a way to broaden their perspectives in making their own art. A yearlong book project that keeps a record of these investigations in the form of sketches and artwork will be a required independent project. Two-dimensional studio projects of all types (drawing, painting, printmaking, etc.), including mixed media, critiques, exhibition, writing artist statements, and weekly homework assignments are the main components of this course. Emphasis will be on drawing both accurately and expressively, composing soundly, and using artistic behavior in all studio work. Skills achieved in the prerequisite course will be practiced and developed further. *Prerequisites: Drawing and Painting 1*

855 PORTFOLIO ART “Creating art at the college level”

6/12 credits

Grades 11, 12

This course is designed for advanced art students who plan on continuing studying art in college and who must prepare a portfolio. Students will work seriously and independently, often working outside of class. Homework will be assigned every week where students will be working from observation. Critical and abstract thinking will often be used to solve advanced design problems. The first half of the year will be focused on building a portfolio while the second half will be used to learn about and experiment with other mediums as well as work more conceptually. *Pre-requisites: Drawing and Painting I and one other visual art course, which could include Sculpture and Ceramics or Computer Imaging and Mixed Media*

856 SCULPTURE AND CERAMICS: “Problem solving in 3-D”

6 credits

Grades 10, 11, 12

This course will allow the students to explore the hand building techniques of clay as well as other forms of sculpture including cardboard, wire, fabric, foam and other organic materials. Each project will address and explore the elements and principles of art while students tackle different sculptural problems by using their imagination, developing their own skills, techniques and style. In addition, students will participate in verbal class critiques as well as formal writing assignments critiquing famous works of art.

876 COMPUTER IMAGING AND MIXED MEDIA STUDIO: “Investigating computer art” **6 credits**

Grades 10, 11, 12

Designers and artists today rarely use just one medium, especially in the computer design field. In this class, we are going to cast a wide ranging net to collect and create many different materials to use in our artwork. By incorporating photography, painting, printmaking and silk-screening into the course it allows the students to experiment with different mediums and escape the computer aesthetic.

Because this course is intended to combine the fine art aspect of digital design with commercial art, the students will be learning Adobe PhotoShop CS and Adobe Illustrator CS while creating artwork that expresses an idea, feeling, or mood. Projects will have outlines and required objectives but students will be responsible for exploring and challenging themselves to make each piece unique.

Each term would have a focus including: term 1. Developing skills in Adobe PhotoShop CS, term 2. Developing skills in Adobe Illustrator CS, term 3. Combining skills for poster design and book making, and term 4. Combining skills for silk screening and textile design.

FOREIGN LANGUAGES

All foreign language courses require that the student invest a considerable amount of time and effort to perfect pronunciation, master vocabulary and correctly manipulate grammatical structures. The main emphasis is on the

classroom experience as each course pays particular attention to the four basic language skills: speaking, listening, reading and writing. This is accomplished by using cassettes, videos, class and individual presentations, readings and formal writing. Students will also learn about the geography and culture of countries where the languages are spoken.

All students in World Languages classes write on a regular basis. Most assigned compositions are related to the grammar and vocabulary studied in each chapter of the textbooks. These are done on a weekly or bi-weekly basis, depending on the length of the chapter. Students in Honors courses are required to write additional pieces that are longer in length and on a variety of topics. They usually do one extra a month. All students are allowed to write two drafts before the work is graded. Most writing samples are peer-edited and graded by the Hull High School Writing Rubric.

500 FRENCH I

6 credits

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

501 FRENCH II

6 credits

French II continues the objectives of French I to increase the student's ability to speak, understand, read and write correctly in idiomatic French. Included in this course is further study of regular and irregular verbs, new tenses, and other new grammatical forms, all presented in the context of a communicative situation that is simultaneously expanding the student's vocabulary. Directed compositions are frequently assigned to increase correct use of the language. Reading is intensified with the introduction of the short story. During the course of the year, students will be further exposed to French culture, family life, Francophone regions, and certain aspects of French history.

502 FRENCH III

6 credits

This course establishes a more thorough knowledge of the language. Students will complete their study of the major elements of French grammar, syntax and idiomatic speech. The course will examine the historical, literary, artistic, and cultural heritage of France through the centuries. Excerpts from important original works as well as contemporary writings will be studied and discussed. Students will be regularly assigned oral and written reports related to these texts. French history, civilization, and culture are examined in more depth.

503 HONORS FRENCH IV

6 credits

This course is designed to interest and challenge students who wish to develop further fluency in the French language. Lectures and class discussions are in French with the student playing a much more central role than in earlier levels. Through a variety of original texts and media presentations, a broad working vocabulary necessary for comprehension and effective communication will be developed and practiced. Compositions and oral reports will be assigned to develop mastery of the grammar and vocabulary studied. *Prerequisite: A grade of "B" or above in French III AND a teacher recommendation.*

504 HONORS FRENCH V

6 credits

The goal of this course is to further develop the student's fluency in French through class discussion and reading of Francophone events and literary works. Emphasis is given to the study and usage of new vocabulary through reading and written compositions. Oral and written reports on contemporary events will be assigned to encourage students to pursue topics of individual interest and to use the language with greater confidence. Students are expected to sustain impromptu conversations on a wide range of topics. Grammar is reviewed according to the needs of the students. *Prerequisite: A grade of "B" or above in Honors French IV AND a teacher recommendation.*

505 SPANISH I**6 credits**

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

506 SPANISH II**6 credits**

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

507 SPANISH III**6 credits**

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

508 HONORS SPANISH IV**6 credits**

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

509 ADVANCED PLACEMENT SPANISH**6 credits**

Honors Spanish V / Advanced Placement Spanish is for students who wish to achieve excellence in all four-language skills: listening, speaking, reading and writing. They already have a broad knowledge of the language and culture of Spanish-speaking world and have demonstrated proficiency in oral and written communication. Students will learn more sophisticated vocabulary and will learn the most complex grammatical structures. They will review all verb tenses and the subjunctive. In May, advanced placement students must take the Advanced Placement Examination in Spanish. Students who do not wish to take this examination should enroll in 509 Honors Spanish. (The student fee for taking this examination, which is administered and corrected by the College Board, was \$86.00 last year.) *Pre-requisite: a grade of "B" in Spanish IV AND a teacher recommendation.*

HEALTH AND PHYSICAL EDUCATION

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

In an effort to improve writing across the curriculum and implement the Hull High School Writing Initiative, the Wellness and Physical Education Department will administer bi-annual writing assessments that will be evaluated using the Hull High School Writing Rubric.

925 / 926 WELLNESS/PHYSICAL EDUCATION**3 credits****Grades 9 and 10**

Physical education is a required subject in all grades for the purpose of promoting healthy lifestyles and the physical well being of students. This course offers students instruction in such areas as physical education (see Physical Education description), physical fitness, a variety of team and individual sports, nutrition, as well as units on important health topics. Health topics will include alcohol and drug education, abusive relationships, disease prevention, human sexuality, but not limited to just these topics. Overall, the purpose of this wellness class is to provide students with information that will have a positive influence upon their personal wellness now, as well as later in life.

927 / 928 PHYSICAL EDUCATION and FITNESS TRAINING**6 credits / 3 credits****Grades 11 and 12**

Physical education is a required subject in all grades for the purpose of promoting the physical well being of students. Physical education classes are coeducational and, for the most part, divided by grade levels. Students are required to participate in physical education class wearing appropriate attire for physical/athletic activity (shorts or sweatpants, T-shirt or sweatshirt, sneakers and socks). Students should also be prepared for outdoor activities in cooler weather (i.e., sweatshirt or windbreaker).

The physical education program exposes students to a variety of individual sports, team sports, and fitness activities. Activities and units include but are not limited to: soccer, basketball, volleyball, ping pong, badminton, softball, speedball, ultimate Frisbee, golf, archery, tennis, track and field, principles of conditioning, weight training, aerobics, yoga, and individual fitness assessments.

The goals of the physical education program are to:

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

Although classes are skill-based, students are not evaluated according to how well they compare with other students. Rather, assessment is based on effort, cooperation, willingness to be an active participant, and striving for individual improvement with respect to skills competence. The three-credit variation of this course is only available to students taking a science course that utilizes an additional period of lab work or special education students taking Academic Support or Personal and Career Growth.

903 MUSCULAR AND CARDIOVASCULAR FITNESS - Quincy College Course 3 HHS credits / 3 Q. College Credits**Grades 11 and 12**

This course addresses the principles for improving muscular fitness and cardiovascular fitness in youth, adult and senior populations. The emphasis is on practical application of the training guidelines and the expected physiological adaptations resulting from various exercise programs. Students will demonstrate a thorough understanding of exercise theory, training effects and program design for enhancing muscular strength and cardiovascular endurance in apparently healthy individuals. *Prerequisite: A grade of "B" or above in the preceding Health and Physical Education course, teacher recommendation, and a combined score of 90 or higher on the Verbal and Writing components of the PSAT*

904 STRENGTH TRAINING AND ENDURANCE EXERCISE - Quincy College Course 3 HHS credits / 3 Q. College Credits

This course examines the biomechanical aspects of proper exercise performances using standard strength training machines and free-weight equipment, as well as common cardiovascular training tools, such as treadmills, cycles, steppers, rowers and elliptical trainers. Students will demonstrate a thorough understanding of the movement

patterns, prime mover muscle groups, and performance techniques associated with 100 selected strength, endurance and flexibility exercises. This course is a practical experience and will be conducted largely in the fitness center with hands on teaching/learning experiences. *Prerequisite: Satisfactory completion of TBD Muscular and Cardiovascular Fitness*

LIBRARY MEDIA

Today's school library media program plays an integral role in preparing students to become informed, contributing members of a free democratic society. In our information-based society, library literacy provides students with a strong foundation for success during their high school career and throughout their life.

The Library Media Center offers students the opportunity to develop a working knowledge of diverse library resources in today's world - print, digital and electronic resources. Students will also learn to find, analyze, evaluate, interpret and communicate information and ideas effectively. With the library teacher, students will assist their peers in attaining these research skills for collaborative research projects assigned by classroom teachers. Students will assist in delivery of library media services to the Hull High School Community.

Reading, reflection, writing and critical thinking skills are integrated with curriculum objectives. In each class, there will be a minimum of one major writing assignment per semester. All assignments will follow a prescribed format and all products will utilize the writing rubric. The goals of this program are for students to become library literate, ethical and effective users of information and resource advisors for the Hull High community.

700 LIBRARY STUDIES 1 (Limited Enrollment)

6 credits

Grades 10, 11, 12

Library Information Service provides students an opportunity to engage in school library service, while building a personal sense of responsibility, accomplishment, and contribution to the academic success of the Hull High School community. Students will manage the circulation desk utilizing the Winnebago Automated Library System and they will perform the day-to-day library media center duties as required (shelf reading, shelving books, overall library maintenance). To do this effectively, students will study the historical significance of the library, Melvil Dewey and the Dewey Decimal system as it pertains to the school library. Students will also learn to effectively navigate the Old Colony Library Network.

Critical thinking skills will be developed in this course via Internet search strategies and website evaluation criteria. A preliminary understanding of the state databases, available to the Hull High School community through the Southeastern Massachusetts Library System, will expose students to alternative sources of information. The safe and ethical use of information – internet safety, plagiarism, copyright, fair use, censorship – will be researched and presented in verbal and written formats. Library Service students will be well-versed in all the linked resources on the Hull High School Library webpage. Sustained silent reading, daily journals, book discussions, weekly assignments, and culminating research projects will shape the overall curriculum of Library Service 1. *Prerequisite: Permission of the Library Teacher or an administrator and a Hull Public Library Card.*

701 LIBRARY STUDIES 2 (Limited Enrollment)

6 credits

Grades 11, 12

Library Service 2 students will build upon the library literacy skills introduced in the Library Services 1 course. Not only will they continue to provide library service to the Hull High School community, but they will also develop library literacy guides, resource recommendations and research strategies for using the state databases – eLibrary, Infotrac, Newsbank and Proquest.

Students will learn how to catalogue books new to the collection, run overdue reports and assist with overdue notices, as well as manage the circulation desk utilizing the Winnebago Automated Library System. As required, they will perform the day-to-day library media center duties. They will demonstrate to fellow students, how to effectively navigate the Old Colony Library Network and devise a student guide on the benefits of the Old Colony Library Network.

Critical thinking skills will be refined via Internet searching strategies and website evaluation criteria. Library Service 2 students will support upcoming class assignments and projects by pre-searching the Internet for acceptable websites. A broadened understanding of the state databases, available to the Hull High School community through the Southeastern Massachusetts Library System, will be attained through exhaustive and advanced search techniques. Reflection of these searches and strategies will be shared in verbal and written format. Students will utilize information sharing technologies such as blogs and wikis. Research of current and new information technologies will be assigned. After a review of the safe and ethical use of information – plagiarism, copyright, fair use, censorship, internet safety- students will create lessons which explain these principles to elementary and middle school students.

Collection development will be introduced to Library Service 2 students. Focusing on a particular section of the library, students will take inventory of a section of the library, create an annotated bibliography of this section and make written recommendations for materials that should be purchased to enhance the library collection based upon professional reviews. Young adult literature and nonfiction titles for young adults will be assigned as required reading. As a result of this, summer reading book suggestion lists will be revised based upon student input and books reviews. Students will also be asked to lead a book discussion group during the course of the school year.

Library Service 2 students will be knowledgeable of all the linked resources on the Hull High School’s library webpage. The overall curriculum of Library Service 2 will include sustained silent reading, daily journals, book discussions, weekly assignments, and independent research projects. *Prerequisite: Permission of the Library Teacher or an administrator, a Hull Public Library Card and completion of Library Service 1.*

702 LIBRARY STUDIES 3 (Extremely Limited Enrollment)

6 credits

Grade 12

The Library Service 3 course offers the motivated student an opportunity to further explore his or her interest in the area of library literacy. It is designed to develop problem solving skills, organizational ability, critical thinking, self-esteem, career development skills and interpersonal skills. Specific course topics and units will be library literacy, information technology literacy, safe and ethical use of information, collection development, young adult literature, library maintenance, the Hull Public Library, Old Colony Library Network, Southeastern Massachusetts Library System and other relevant topics.

Students will demonstrate proficiency through special projects such as lesson planning, creating a library literacy blog, and working with the Library Teacher to create an Online Inquiry Lesson(s). Finally, the student must sign a written contract, which contains all provisions for successful course completion to include: a statement of purpose, time requirements for the student and teacher, specific learning objectives, work products, and evaluation procedures. *Prerequisite: Permission of the Library Teacher or an administrator, a Hull Public Library Card and completion of Library Service 2.*

703 TELEVISION PRODUCTION TECHNIQUES I

6 credits

Television Production Techniques I is an introductory course to the television production process with emphasis on studio and remote programming. Students will be introduced to the basic concepts of script writing and on-camera communication skills. Students will also gain practical experience in camera, audio, lighting, graphic design, and will learn how to operate all crew positions in a variety of studio lab projects.

704 TELEVISION PRODUCTION TECHNIQUES II

6 credits

Grades 10, 11, 12

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

705 MEDIA PROJECTS

6 credits

Media Projects will enhance the student's video production experience by combining the basic skills of single-camera field production with the introduction of post-production editing methods. The end result will contain the elements required for planning, writing, producing, and editing at least one *approved* major project. This course is designed to develop shot composition skills, aesthetic considerations, and shooting for editing. Students are given the opportunity to broadcast their independent video project(s) on the local cable television. *Prerequisite: Successful completion of Television Production Techniques II or teacher recommendation.*

MATHEMATICS

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

All people must be able to communicate their ideas in a manner that is comprehensible to others. Thus, being able to write clearly is as important a mathematical skill as being able to solve equations. Mastering the ability to write clear mathematical explanations is important for non-mathematicians as well. Many people, including engineers, financiers, journalists and scientists, have to be able to communicate mathematical ideas in the workplace. In school, being able to write about mathematical concepts and explaining various procedures will help students learn the mathematics better and help them to better comprehend the ideas they are encountering. Therefore, all math students will be required to do at least one writing assignment per chapter, which will be scored using the school-wide rubric.

301 ALGEBRA I

6 credits

In this course students will learn the concepts and skills of algebra. Course work will include solving equations and inequalities, operations with polynomials, working with rational and radical numbers and expressions, graphing and problem solving. Critical thinking in mathematics will be emphasized. Student that successfully complete Algebra I at the Memorial Middle School will be allowed to transfer the course and credit onto their Hull High School Transcript.

302 HONORS ALGEBRA I

6 credits

This course is designed for students with a high interest and ability in mathematics. Students will study various concepts including equations and inequalities, operations with polynomials, working with rational and radical numbers and expressions, graphing and problem solving. Students will participate in a more in-depth study of algebraic systems such as quadratic functions. There will be a continuing emphasis on abstract and critical thinking. Possession of a graphing calculator is recommended. Student that successfully complete Honors Algebra I at the Memorial Middle School will be allowed to transfer the course and credit onto their Hull High School Transcript. *Prerequisite: A grade of "B" or above in Grade 8 Math AND a teacher recommendation.*

303 ALGEBRA II

6 credits

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

304 HONORS ALGEBRA II

6 credits

This course is designed for students who have successfully completed Algebra I. In this course students will study linear and quadratic equations and inequalities in one variable, rational expressions and equations, radical expressions and equations, conics, systems of linear and quadratic equations and inequalities, second and third

degree polynomials and logarithmic and exponential functions. Possession of a graphing calculator is recommended. *Prerequisite: A grade of “B” or above in Honors Geometry / Algebra I or “A-” or above in Geometry / Algebra I AND a teacher recommendation.*

305 GEOMETRY

6 credits

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

306 HONORS GEOMETRY

6 credits

This course is designed for students with a high interest and ability in mathematics. Students will study all conceptual levels of geometry. Work in visualization, analysis, and informal reasoning, both deductive and inductive is included. Coordinate and transformational geometry are introduced. Throughout the course there is an emphasis on abstract and critical thinking. *Prerequisite: A grade of “B” or above in Honors Algebra I or “A-” or above in Algebra I AND a teacher recommendation.*

307 HONORS PRE-CALCULUS

6 credits

This course is designed for students with a high interest and ability in mathematics. Topics include a survey of functions, graphing, trigonometry, analytical geometry, exponential and logarithmic functions and equations, vectors, matrices, polar coordinates, sequences and series, limits, derivatives, and integrals. This course will enable students to undertake the study of calculus. Possession of a graphing calculator is required. *Prerequisite: A grade of “B” or above in Honors Algebra II or “A-” or above in Algebra II AND a teacher recommendation.*

310 TRIGONOMETRY

6 credits

This course is designed for juniors or seniors who have successfully completed Algebra II and wish to explore the connections between sides and angles of triangles in greater depth but are not enrolled in Pre-Calculus. Course work includes the exploration of trigonometric functions and their applications, polar coordinates, and vectors.

313 TOPICS IN MATHEMATICS

6 credits

Students may use this course to strengthen their mathematical background and to maintain skills for the College Board examinations. Topics review and extend concepts covered in Algebra II. Some geometry topics (such as those on the SAT I) are covered as well. As time allows, introductory concepts for trigonometry or statistics may be introduced. *Note: If students have successfully completed Trigonometry or Pre-Calculus or beyond, they may not take this course for additional graduation credits.*

TBD HONORS INTRODUCTION TO COMPUTER PROGRAMMING

6 credits

This class will teach the principles of object-oriented computer programming using the Alice programming environment developed at Carnegie-Mellon University. Alice is a tool that teaches programming principles by using a drag-and-drop interface to populate 3D worlds as the student creates animated videos and interactive games. Students will complete a series of projects using the concepts—objects, methods, functions, variables, and recursion—typically included in an introductory programming course. *Prerequisites: B or better in Algebra II or other advanced mathematics course.*

349 PRE-CALCULUS – Quincy College Course*

3 HHS credits / 3 Q. College Credits

Pre-calculus is a fall semester course offered for credit by Quincy College. This course in pre-calculus mathematics includes topics in algebra, coordinate geometry, functions, exponents, logarithms, trigonometry and analytic geometry. *Prerequisite: A grade of “B” or above in the preceding Honors Mathematics class or “A-” or above in the previous College Prep Mathematics class AND a teacher recommendation, and a score of 50 or higher on the Math Component of the PSAT.*

350 CALCULUS IB – Quincy College Course*

4 HHS credits / 4 Q. College Credits

Calculus I is a spring semester course offered for credit by Quincy College. Topics include a brief review of analytic geometry, limits, rules for derivatives, derivatives of algebraic, trigonometric, exponential and natural logarithmic functions curve sketching, optimization, Mean Value Theorem, and anti-derivatives. *Prerequisite: Successful completion of 349 Pre-Calculus.*

SCIENCE

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

The Science department will fulfill a critical component of the Hull High School writing initiative through the writing of formal laboratory reports and laboratory abstracts. Each science course will require a total of two formal written laboratory reports per year. Laboratory abstracts will be written for experiments, which do not require a written laboratory report. Hull High School Written Laboratory Reports will be typed, written in the third person, and contain the following components: Title, Abstract, Introduction, Materials, Methods, Results (which includes written results, data tables, and graphs), Discussion, and Literature Cited / References. Laboratory abstracts will be typed, written in the third person, and consist of a summary of the purpose, summary of the methods, summary of the results, and summary of the conclusion.

460 PHYSICAL AND BIOLOGICAL SCIENCE

6 credits

Grade 9

This is a student centered, activity-based course designed to introduce and develop a solid foundation of the physical, chemical, and biological processes influencing the distribution and abundance of organisms. Through direct instruction, discussion, demonstrations, group activities, and laboratory experiences, the student will develop an understanding of the complex interactions between the physical and biological world. This course focuses on the interactions within the biosphere that produce a web of interdependence between organisms and their environment. An emphasis is placed on scientific methodology through the writing of laboratory reports. This course is recommended for most ninth grade students.

459 HONORS PHYSICAL SCIENCE

6 credits

Grade 9

This course is intended for advanced ninth grade science students. It is designed to serve as a solid foundation for students who will take honors biology, honors chemistry, and honors physics. The primary goals of this course are to increase a student's knowledge of physical science, to offer insight into the means by which scientific knowledge is acquired, and to provide the student with opportunities to make connections between the science disciplines. The major themes of the course are forces and motion, energy, and the nature and interactions of matter. The course emphasizes the value of using experimentation to obtain evidence that leads to developing and understanding physical science concepts, and written lab reports.

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

461 BIOLOGY

9 credits

Grade 10

This course involves the study of organisms. Molecular biology, botany, zoology, genetics, systems of man, ecology and current trends are covered in this course. Laboratory studies are made of the simplest cell through the most complex, multi-cellular organisms. The course also investigates our interaction with other species and the environment. This course is recommended for students who will take the Biology MCAS Science Test. This course takes advantage of the modified-block schedule that allows for a double block of instruction every other day. The emphasis of this additional time allocation will be the implementation of advanced laboratory work.

Prerequisite: Successful completion of Physical Science.

462 HONORS BIOLOGY**9 credits****Grade 10**

This course is designed for advanced science students. Topics include cell structure and function and replication, photosynthesis and cell respiration, heredity factors (DNA and RNA) relating to evolution and bio-related technologies. Taxonomy and structure and function of the five major kingdoms are also included. The course provides an opportunity for a laboratory investigative approach to the study of living things and an understanding of laboratory writings.

Prerequisite: A grade of "B" or above in Honors Physical Science or "A-" or above in Physical Science AND a teacher recommendation.

464 CHEMISTRY**6 credits****Grade 11, 12**

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

465 HONORS CHEMISTRY**6 credits****Grade 11 - 12**

This chemistry course is designed for advanced science students. The course emphasizes the basic concepts of chemistry including: atomic and molecular structure, types of chemical reactions, atomic theory and an introduction to organic chemistry. The mathematical relationships of chemistry are explored and the understanding of concepts is developed through inductive reasoning based on data gathered in the laboratory. Laboratory experiments are structured to help students develop critical thinking and problem-solving skills applicable to chemistry and, by extension, to other aspects of life. This course is recommended for students who will take the Chemistry MCAS Science Test. This course takes advantage of the modified-block schedule that allows for a double block of instruction every other day. The emphasis of this additional time allocation will be the implementation of advanced laboratory work. *Prerequisite: A grade of "B" or above in Honors Biology and Honors Algebra I/Geometry or "A-" or above in Biology and Algebra I/Geometry AND a teacher recommendation. Co-requisite: Honors Algebra II or equivalent/more advanced mathematics course.*

467 HONORS PHYSICS**6 credits****Grade 11, 12**

This is first-year physics course designed for highly motivated students with strong scientific interest and mathematical ability. This course utilizes theoretical and physical models to promote the understanding of the physical concepts and mathematical relationships associated with Newtonian mechanics, energy, waves and optics, and electricity and magnetism. A survey of modern physics completes the course. A thorough understanding and facility in algebra, geometry and simple trigonometry is essential. *Prerequisite: A grade of "B" or above in Honors Chemistry or Honors Biology and Honors Algebra II, OR "A-" or above in Chemistry, Algebra II AND teacher recommendation. Co-requisite: Enrollment in Trigonometry, Honors Pre-Calculus or Calculus.*

468 MARINE SCIENCE**6 credits****Grades 11, 12**

This course allows the student to discover, explore, and research the biological and physical aspects of the ocean environment through a comprehensive study of marine biology and oceanography. The major topics covered in this course include the history and methodology of the study of the ocean, the diversity of marine environments, life in the sea, and the study of the physical and geological characteristics of the sea. Marine science is an elective

science course. *Prerequisite: Successful completion of Biology and Chemistry OR successful completion of Biology and concurrently enrolled in Chemistry.*

469 ENVIRONMENTAL SCIENCE

6 credits

Grades 11, 12

This course emphasizes the study of the local environment, investigating the components of marine ecosystems and local flora and fauna. In addition, a survey of all types of ecosystems will be conducted, including the major terrestrial and aquatic biomes. The disciplines of biology, chemistry, and geology will be used to gain a better understanding of the earth's ecosystems, including nutrient cycles, ecological pyramids, food webs, and symbiotic relationships. The course also covers the role of humans in the biosphere, the use of renewable and non-renewable resources, the management of natural resources, and the impact of human activity on the environment. *Prerequisite: Successful completion of Biology and Chemistry OR successful completion of Biology and concurrently enrolled in Chemistry.*

TBD EXPLORATORY SCIENCE

6 credits

Grades 9 – 12

Exploratory science is an elective course designed for students who would like to pursue additional, in-depth study of science beyond the core course requirements. The course utilizes a hands-on approach to the study of science, with an emphasis on the study of ecological relationships in nature and on applied physics concepts. Students will be required to prepare written technical reports detailing their investigations. As an emphasis will be placed on developing a mathematical understanding of scientific processes, strong math skills are essential.

486 GENERAL BIOLOGY I – Quincy College Course*

3 HHS credits / 3 Q. College Credits

Grades 11, 12

An introductory course in Biology with main emphasis on cell structure and function. Topics include gene structure and inheritance, study of plants and fungi, evolution, and ecology. Extensive discussion of concerns facing humanity today including quality of nutrition, environmental pollution, genetic engineering, inheritable diseases, and birth defects. This course must be taken in conjunction with BIO 121. Placement at ENG 101 level strongly advised. *Prerequisite: A grade of "B" or above in Honors Biology and Honors Chemistry or "A-" or above in Biology and Chemistry AND a teacher recommendation AND a combined score of 90 or higher on the Verbal and Writing components of the PSAT. Placement in ENG 160, 161, or 162 / 163 is strongly advised*

487 GENERAL BIOLOGY I LAB – Quincy College Course*

1 HHS credits / 1 Q. College Credits

Grades 12

This laboratory course must be taken in conjunction with General Biology I.

488 GENERAL BIOLOGY II – Quincy College Course*

3 HHS credits / 3 Q. College Credits

Grades 12

A continuation of Biology I. Topics include vertebrate animals with emphasis on morphology, behavior, reproduction, and embryology of the human organism. This course must be taken in conjunction with BIO 122. Placement at ENG 101 level strongly advised. *Prerequisite: Successful completion of QC General Biology I.*

489 GENERAL BIOLOGY II LAB – Quincy College Course*

1 HHS credits / 1 Q. College Credits

Grades 12

This Laboratory course must be taken in conjunction with General Biology II.

470 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

9 credits

Grades 11, 12

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

the course. In May, students in this course must take the Advanced Placement Examination in Environmental Science. Students who do not take this examination will receive honors credit in lieu of advanced placement credit. (The student fee for taking this examination, which is administered and corrected by the College Board, was \$86.00 last year.) *Prerequisite: A grade of "B" or above in Honors Biology and Honors Chemistry or "A-" or above in Biology and Chemistry AND a teacher recommendation.*

SOCIAL STUDIES

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

Students in all required courses will complete a minimum of one major research project or formal written work per quarter. Research papers will follow a prescribed format and all products will utilize the writing rubric. Students will keep a portfolio of their work. The expectations, rigor and length of the papers will increase grade by grade, culminating in a required Junior Thesis. The goals of this program are for students to learn how to acquire, analyze, evaluate, synthesize and utilize information as well as improving their writing skills demonstrably over time.

200 WORLD HISTORY II

6 credits

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

201 HONORS WORLD HISTORY II

6 credits

Students trace the unification of the nation-state in Europe; examine the Enlightenment, the French Revolution, and the economic and political roots of the modern world. Students will become familiar with the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. Class discussions will investigate the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Students will also examine the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. There is an increased focus on reading and interpreting primary source documents, historical fiction, and secondary sources. Research, writing and presentation skills are an integral part of this advanced course. *Prerequisite: A grade of "B" or above in Grade 8 Social Studies AND a teacher recommendation.*

202 UNITED STATES HISTORY I

6 credits

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

203 HONORS UNITED STATES HISTORY I**6 credits**

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

204 UNITED STATES HISTORY II**6 credits**

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

205 HONORS UNITED STATES HISTORY II**6 credits**

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

206 ADVANCED PLACEMENT HISTORY – U. S. HISTORY**6 credits**

This course provides students with the analytical skills and factual knowledge necessary to deal critically with a variety of topics and issues in American history. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essays and class discussions. Extensive reading and written work are required as is a summer reading program to prepare the student for the advanced work. In May, students in this course must take the Advanced Placement Examination in U.S. History. Students who do not take this examination will receive honors credit in lieu of advanced placement credit. (The student fee for taking this examination, which is administered and corrected by the College Board, was \$86.00 last year.) *Prerequisite: A grade of "B" or above in Honors History or "A-" or above in History AND a teacher recommendation.*

208 PSYCHOLOGY**3 credits**

This course is an introduction to the basic concepts, major theorists, different theoretical perspectives and research methods in psychology. The focus is on theories of personality, motivation, learning, intelligence, and emotions. General psychology is taught as a half-year course, emphasizing critical reading, outlining, essay and report writing and presentation of a relevant topic researched by the student. *Co-requisite: 241Sociology*

209 SOCIOLOGY**3 credits**

Sociology is a study of human relationships. Students will receive a synopsis of the whole field of sociology: the social world, the social and cultural processes within the world, and the integration of these processes in relation to the individual, the group, and the institution. Students will also study the nature, scope, and effects of the major social problems of study and the theoretical and preventive measures to alleviate them. The course includes such problems as unemployment, urbanization, crime, juvenile delinquency, alcoholism, drug addiction, and disaster. Family problems include the aged, mentally ill, and retarded. A study of the family as a cultural unit, the institution of marriage, and the problems of parenthood and of socio-economic adjustments of society will be studied. *Co-requisite: 243 Psychology*

210 GOVERNMENT**3 credits**

This course provides an in-depth study of the various theories of government, and the actual practice of those theories, as they exist throughout the United States. Guest speakers from federal, state and local levels of government supplement textbook knowledge. Students will also learn about the interaction of government and other factors, such as economics, foreign affairs and the role of the media. Upon completion of this course, all students will possess a firm foundation for understanding the democratic system and the rights and liberties of American citizens. *Co-requisite: 265 Economics*

265 ECONOMICS: MICRO AND MACROECONOMIC PRINCIPLES**3 credits**

This course focuses on a study of the way in which individuals, households, businesses, and the government participate in the operation of the economy. The primary objective of this course is to teach students the basic tool kit of economic concepts that will enable them to make better choices in the marketplace and the voting booth and therefore become better consumers and citizens. Students study the concept of scarcity, supply and demand, markets, business firms, competition, labor, agriculture, monopolies, and government policy. An analysis of contemporary economic problems like social welfare, competition in the market place and profit will be emphasized. This course also studies how economic decisions are made in the marketplace. Through the study of international trade, international finance and globalization this course also addresses how national economies compete on a global scale. Through a variety of exercises, students analyze how firms use the forces of economics to compete and earn a profit. *Co-requisite: 210 Government*

TBD WORLD POLITICS**6 credits**

This course serves as an introduction to methods of analyzing the problems and processes of world politics, including consideration of the interests and perspectives of different countries, problems of international organization (including the United Nations), and current issues and events. This course provides opportunities for students to analyze contemporary global political problems such as: demographic shifts-particularly in ASIA and North America, The Struggle for Individual Rights vs. Communism, The Increasing Wealth Gap between Nations, Nuclear Proliferation and Weapons of Mass Destruction, Violent Worldwide Fundamentalism and Terrorism, Global Warming, the Energy Crisis and Renewable Resources, AIDS and other infectious diseases, Human Trafficking, Bias in the Age of Media Conglomerates, and the Effectiveness of the UN and other International Bodies. Coursework will be crafted to facilitate the participation and success of all levels of students. Student work would consist of: reaction papers to literature relating to the unit, position papers on cotemporary political problems usually presented in a debate format, and group presentations on the past and present attempts to address a specific unit problem. Participation in class debate and discussion is essential.

**266 INTRODUCTION TO POLITICAL SCIENCE – Quincy College Course 3 HHS credits / 3 Q. College Credits
Grade 11, 12**

Introduction to Political Science presents the central concepts of political science and practical politics. It will demonstrate how real-world events are shaped by political ideas and realities of the political world. *Prerequisite: A grade of "B" or above in the preceding social studies course, teacher recommendation, and a combined score of 90 or higher on the Verbal and Writing components of the PSAT. Placement in ENG 160, 161, or 162 / 163 is strongly advised.*

267 AMERICAN CONSTITUTIONAL LAW – Quincy College Course
Grade 11, 12

3 HHS credits / 3 Q. College Credits

Throughout the American Constitutional Law course the Constitution and the Supreme Court are studied through the history and politics of key constitutional cases. Special attention is given to the nature and source of judicial power. The organization, jurisdiction, procedures, and restraints upon courts, particularly the U.S. Supreme Court, are considered. The establishment of judicial review and its function through time, federalism, due process, equal protection, and the incorporation of the Bill of Rights and civil rights and liberties are studied. *Prerequisite: Successful completion of 266 Introduction to Political Science.*

SPECIAL EDUCATION

Hull High School offers a wide range of opportunities for students with individual special needs. The goal is to maximize successful learning experiences within the least restrictive learning environment, consistent with federal and state special education laws. The department develops programs for those students who may need specialized strategies, accommodations or modifications of curriculum in order to participate fully in the high school community and prepare for post secondary goals. Services are only open to students who have been evaluated by an assessment team and have a current, signed Individualized Educational Program (I.E.P.). The I.E.P. team will determine appropriate placement for each student according to his or her current Individualized Educational Plan.

Due to the individual nature of disability and educational programs, the Special Education Department provides instruction for students in all aspects of oral language, written language and reading comprehension for all curriculum areas. Given writing prompts from all curriculum areas, students will use the Hull High Writing rubric to revise and edit paragraphs, essays and reports.

001 STUDY SKILLS
Grade 9

5/6 credits

This course is designed for students who require significant teacher monitoring and support. Students will receive instruction on specific learning and study strategies and will develop individual skills through required classroom activities. The focus of this course is on organizational skills, test taking strategies, problem solving, time management and planning, and goal setting. *Prerequisite: Recommendation of evaluation team for special education students.*

002 ACADEMIC SUPPORT
Grade 10 - 12

2/3/5/6 credits

This course is designed for students who work best in small group settings with frequent teacher interaction. Students will receive instruction, as needed, on specific learning and study strategies and will be encouraged to develop organizational skills by working on and completing short and long-range assignments related to current course content topics. *Prerequisite: Recommendation of an evaluation team.*

003 PERSONAL AND CAREER GROWTH
Grades 11, 12

3/6 credits

This course prepares students in the general life skills they need to accomplish the tasks of daily life. Topics of discussion include the integration of the core subjects of English, mathematics, and social studies with skills such as job readiness skills, vocational and career exploration, social skills, self-care tasks, practical skills of budgeting, checking accounts and money usage, governmental operations and civic responsibilities, and methods of acquiring information or services from local, state, federal and private sources. *Prerequisite: Recommendation of evaluation team.*

186 READING TUTORIAL
Grades 9-12

1 credit

This reading service is an individually-based tutorial period which meets once weekly. The program is designed to assist students acquire, practice and utilize decoding skills, encoding skills, fluency and comprehension strategies. The program for each student is structured and incorporates various multi-sensory techniques to

reinforce student learning. Through direct instruction students learn phoneme segmentation, word structure, and increase sight word recognition and vocabulary. *Pre-requisite: Individual Education Plan (IEP) team recommendation based on most recent evaluation results.*

INDEPENDENT STUDY

Various circumstances may arise from time to time, which may cause a student to deviate from a prescribed or recommended course of study. In the event that this situation should arise a student may petition to meet course requirements through a program of Independent Study. It is important to note that Independent Study is the *exception rather than the rule*, and any student wishing to exercise this option should do so for substantial reasons. Each request for Independent Study will be considered on its own merits.

715 / 716 INDEPENDENT STUDY

3/6 credits

This course is designed to offer the motivated student an opportunity to further explore his or her interest in a specific content area and to demonstrate proficiency through special projects. It is designed to develop problem solving skills, organizational ability, critical thinking, self-esteem, career development skills and interpersonal skills. A department faculty person, whose background encompasses the area of study, must agree to accept the additional assignment. Specific course topics and units will be arranged through student/ teacher conferences. Finally, the student must sign a written contract, which contains all provisions for successful course completion to include: a statement of purpose, time requirements for the student and teacher, specific learning objectives, work products, and evaluation procedures. While this course may apply toward graduation requirements, it will not be used in the calculations for GPA or class rank. Independent studies will be established during the add drop period of a school year and will not be scheduled during the previous school year. *Prerequisite: Successful completion of all courses taken in the selected content area AND teacher recommendation.*

780 / 781 INTERNSHIP

1 credit / 20 hours

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

782 / 783 COLLEGE EXTENSION PROGRAM

3/6 credits

Eligible students may earn college credits, applicable toward high school graduation, for courses taken at accredited colleges. Students must have administrative approval prior to their enrollment in any college course. It is the responsibility of the student to forward both a mid-term college report and final grade(s) to the high school. Students should seek eligibility requirements and application information from their guidance counselor. While courses taken outside of Hull High School may apply toward graduation requirements, they will not be used in the calculations for GPA or class rank. *Prerequisite: A GPA of 3.0 or higher AND principal approval.*

929 PHYSICAL EDUCATION/INTERSCHOLASTIC SPORTS CONTRACT GRADES 11,12

3 credits

Students that participate in 2 or more interscholastic sports during one school calendar year may be awarded physical education credit to meet their graduation requirement for the year of application. A contract will be entered into between the student, the guidance department, and the Athletic Director at the beginning of the school year or semester. Students who fail to complete the 2 sport requirement will be required to complete additional physical education coursework to meet the graduation requirement. There will be no limit on the

number of years a student may enroll in this program. This contract must be endorsed by the parent, student, lead teacher, guidance counselor, Athletic Director, and Principal. (The focus of this offering is to allow student/athletes the opportunity to enroll in additional full year academic subjects and/or electives they may not have had the option, due to be locked into a schedule with the physical education requirement dictating their choices).