

Randolph High School Program of Studies 2023 – 2024



Randolph Public Schools

RPS District CORE Values: We C.A.R.E.

Continuous Reflection and Improvement • Academic Excellence and Innovation • Respectful and Responsible Relationships • Engaged and Equitable Community

Randolph High School
70 Memorial Parkway
Randolph, MA 02368

PROGRAM OF STUDIES

The Program of Studies (POS) is the school's course catalog. While the POS lists all courses offered during the course registration process, only core academic courses required for graduation are guaranteed to run every year. All other courses are dictated by student course requests and available staffing. The goal of the POS is to offer courses that engage students academically and expose them to knowledge, skills and learning experiences that will help them be successful beyond RHS.

It is the student/family's responsibility to read through the course catalog, understand both the credit and course requirements needed for graduation, and select courses that both set the student on pace for graduation and align with the student's abilities and interests. Additional information concerning course registration, scheduling, and requirements are available in the Family/Student Handbook.

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GRADUATION REQUIREMENTS

Randolph High School follows the MassCore Framework:

MassCore Framework Massachusetts High School Program of Studies		
SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History.
Foreign Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

Students must also meet state law related to MCAS exams. Students completing the graduation requirements listed above, but not obtaining a competency determination on all MCAS exams required by the state may receive a certificate of attainment at graduation.

PROMOTIONAL REQUIREMENTS

A student's grade level shall be determined by the number of credits earned. All students must meet all of the following requirements in order to be promoted to the next grade level. All Credit totals are cumulative:

- For sophomore standing, a student must have accumulated a minimum of 6 credits
- For junior standing, a student must have accumulated a minimum of 12 credits
- For senior standing, a student must have accumulated a minimum of 18 credits

CREDIT INFORMATION

Randolph High School students enroll in a minimum of seven (7) credits/courses of study. Students accumulate credit on their high school transcripts from courses successfully completed during grades 9-12. The Administration must approve all credit taken outside Randolph High School. No more than two summer school make-up credits can be counted toward graduation requirements. Enrichment courses taken during the summer are not eligible for credit and are not listed on the Randolph High School transcript. No credit will be given for a course previously passed but repeated to improve proficiency; the repeated course may not be used in determining eligibility for interscholastic athletics.

In some circumstances, students may choose to take courses through other secondary schools while enrolled at RHS. While this may offer students the opportunity to take courses not offered at RHS, all students are required to complete 80% of their academic coursework through RHS in order to obtain an RHS diploma. That limits students to **5 total credits** towards graduation they can obtain from other high school programs (online, summer, etc.).

COURSE VALUE AND CREDIT LEVELS

In a year, most academic courses will meet 5 times in a 6-day cycle and 1.0 credit will be granted per course. Courses meeting for one semester receive 0.5 credit. All courses offered at Randolph High School emphasize critical thinking and are leveled according to difficulty. There are three levels: Advanced Placement, Honors, and College Preparatory.

Advanced Placement:

AP courses are taught at the college level and are designed to address a broader content, at a deeper level, and at a faster pace than required by the Massachusetts Curriculum Frameworks. A great amount of outside the classroom work is required. Students may have the opportunity to earn college credit with passing scores on AP exams. Students are required to take the AP exam in May, and any students who do not take the AP exam at the conclusion of the course will receive Honors credit on their transcript.

Honors Vs. College Preparatory:

In College Preparatory courses, students will work towards mastery of the state adopted standards, incorporating a level of depth, complexity, and novelty commensurate to the grade level standards. Honors courses are designed to provide students with more rigorous content that covers the same standards as the college preparatory courses, but that will explore the content with degrees of depth and complexity that will provide broad preparation for college-level coursework, including Advanced Placement and Dual Enrollment. This course will not necessarily require a greater volume of work to achieve success, but will provide an experience that is more challenging than college preparatory equivalent.

TEACHER RECOMMENDATIONS & COURSE PREREQUISITES

All teachers make course recommendations for students based on the level they believe will challenge and benefit them the most, and teachers are responsible for communicating these recommendations to their students. That said, students are encouraged to select the level of courses they want to take, and are encouraged to challenge themselves. RHS believes that exposure to higher level courses, while academically challenging, are beneficial to participate in, and better prepare students for long term success.

Should you want to ask questions or discuss a course recommendation, please contact the teacher who made the recommendation. **Students and parents/guardians should carefully consider the level of the course selected in relation to teacher recommendations. In addition, carefully weigh the student's skills, overall course load, and interest and motivation in the subject area. If a level other than the one recommended is desired, students and parents must complete the necessary form and follow the instructions exactly as outlined. Please note: level changes after the start of the school year cannot be guaranteed. Upon a change, students will be required to complete the first term. Please note that poor or failing grades alone are not sufficient grounds to warrant a level change.**

Request for Course Level Override: Course level recommendations are carefully made for every student by each subject area teacher in conjunction with the department coordinator. If a parent/student chooses to override the teacher recommendation, parents/students must:

- Contact the teacher
- Complete a course level override form available from Guidance
- Submit a signed appeal form to the Principal/Assistant Principal prior to April Vacation

Parents/students must understand that this course appeal will only occur if the requested class has not reached its recommended student capacity.

COURSE CHANGE POLICY

Students are expected to select courses carefully. The master schedule of courses at the high school is determined by student's course requests. Once the student has made their initial course selections, they should not consider requesting changes unless absolutely necessary.

Semester Long Course Changes:

- No elective changes will be made within the first 6 day cycle of each semester, unless there is an error on the student's schedule. An error would consist of a course on your schedule that was not selected as a first choice or alternate course during course selection, or if you are missing a class.
- After the first 6 day cycle, students will have 6 additional school days to potentially make elective changes if there is space and availability to do so.
- There will be no elective changes beyond the 12th day in a semester-long course. In the event of an extenuating circumstance requiring a course change, a W (withdraw) will appear as the final grade in the dropped course.
- Elective changes are not allowed if the student chose the elective during course selection

Full Year Course Changes:

- No changes will be made within the first 6 day cycle, unless there is an error on the student's schedule.
- Course Change Forms must be completed and submitted to the Assistant Principal by mid-point of Term 1, day 23. No record of the original course will appear on the transcript.
- After the mid-point of Term 1, day 23, a final grade of W (withdraw) will appear on a student's transcript next to any dropped year long course.
- After day 23, the grade in the withdrawn course will be the grade reflected for the term on the report card.
- After the mid-point of Term 1, course changes will only occur at the term breaks.
- In the event of an extenuating circumstance requiring a course level change beyond the 90th day of the course, students' semester one grade will appear as the student's final grade in the dropped course. The student will earn a semester two grade in the new level of the same course. Provided the student has abided by the attendance policy, .5 credits will be awarded for the dropped course and the student will have the opportunity to earn .5 credits in the new course.
- If a student drops a full-year course at the conclusion of semester one and enrolls in a new semester-long elective, a grade of a W (withdraw) will be listed on the transcript as the final course grade for the dropped course.
- **Student requests for certain teachers cannot be honored.**

Important information about dropping a course:

- There must, however, be room in the new course for the student. Every effort will be made to investigate alternative course options.
- If a student drops a course at any time during the school year, s/he cannot take a makeup summer course for credit. The opportunity to take a make-up course is reserved only for students who complete the course during the school year.

- Changing courses is carefully monitored and only occurs when a student experiences serious difficulties in a course in spite of a consistent and concerted effort on the part of the student to succeed. Attendance at extra help and consistency in completing homework assignments represents evidence of consistent and concerted effort on the part of the student to succeed in the class.

COURSE CHANGE GUIDELINES

Students must start the year in the levels of courses currently on their schedule.

- All educators should keep in mind that level changes, either moving up or down, should be viewed through a culturally responsive lens.
- Level changes will only occur if the requested class has not reached its recommended student capacity.
- Transfer students may have some flexibility based on additional information and consultation with relevant parties.
- All educators should also keep in mind that students make choices during registration based on their entire workload, seeking an appropriate level of balance. This balance is an important consideration as level changes are proposed.
- Parents/guardians need to be in agreement with any level change.

For a student who requests to move up a level from CP to H and H to AP:

- The request for a level change may be initiated by either a student or a teacher. If the request is being initiated by the teacher, the teacher should talk to the department coordinator and school counselor before talking to the student or caregivers. The teacher will share evidence with the department coordinator.
- The student must stay in the current class until enough academic work can be collected to assess performance against department guidelines for moving up and/or for a particular level.
- The teacher should communicate the request with the student's counselor and the parent/guardian.
- The school counselor should have a direct conversation with the student about the overall impact of moving up a level. **Schedule changes cannot be changed back to the original schedule.**

SUMMER SCHOOL

Randolph High School students may attend summer school in order to improve a failing grade or receive minimum credit to elect a sequential course. In order for a student to earn credit in summer school, prior approval must be given by the principal or guidance department. The student must have received an overall average of 50 or higher or have permission from the Principal. A student cannot take a course from which they withdrew from during the school year.

Newcomer Students

Newcomer Student transcripts are evaluated using [DESE Guidance](#), and the [U.S. Department of Education's Newcomer Toolkit](#)

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BUSINESS

The mission of the RHS Business Department is to prepare students to be critical thinkers, effective communicators, practical problem solvers, and informed decision-makers who are prepared for the demands of 21st century careers in a global marketplace. Our business offerings will allow students to explore a variety of content that promotes their personal and professional growth. Students will acquire skills designed to meet workplace demands while accessing knowledge that can be applied to careers and continuing education. The department challenges students to communicate effectively, use technology productively to manage tasks, and to develop efficiency in their approach to work.

Entrepreneurship BUILD I (CP) 0.5 Credit Grade 9-12 Elective

BUILD is an entrepreneurship-based course that is designed under the pedagogy of experiential learning. Throughout the BUILD course, students are provided with the skills and the experience of creating unique, student-designed and student-run businesses in collaborative small groups. While entrepreneurship is the theme through which BUILD delivers the curriculum, the ultimate goal is for students to attain the transferrable, 21st century skills that are essential to helping them realize success in their small businesses, and in achieving their goals in college, career, and in their personal lives. BUILD calls these skills “Spark Skills”-Collaboration, Communication, Grit, Innovation, Problem Solving, and Self-Management.

Entrepreneurship BUILD II (CP) 1.0 Credit Grades 10-12 Elective

Entrepreneurship 2.0 is a year-long, 12 unit curriculum that expands on our Entrepreneurship 1.0 curriculum with a focus on skill development, exploration and growing a profitable business, marketing, scaling a business, and building social capital. 180 hours of curriculum.

Students will:

- Ideate, create a pitch for funding, and run a real business.
- Learn financial literacy, marketing, and scale a business.
- Build social capital and regularly practice newly learned 21st century skills.
- Develop career readiness skills to prepare for workforce demands and nurture lifelong learning.

Marketing I .5 Credit Grades 9-12 Elective

This course is designed to give students an exploratory investigation of the career opportunities in the broad field of marketing. Students obtain hands-on experience in a variety of marketing projects specific to a school store. The class is divided between textbook theories and working on school-based enterprises and project-based activities. This class is recommended for students considering a career in Marketing, such as: Retail and Wholesale Merchandising, Industrial Sales, “Business to Business”, E-Commerce, Marketing Research, Distribution, International Marketing, Advertising, Small Business Management, Entrepreneurship, Fashion Merchandising, Hospitality/Tourism, Sports and Entertainment Marketing, Internet Marketing, and Public Relations. Students are encouraged to compete in the DECA District, State, and International competitions.

Accounting I (CP) .5 Credit Grades 9-12 Elective

Accounting is the language of Business and is vital to decision-making within organizations. Students will get a big head start on financial accounting, which is a requirement for all business majors. Students will learn the accounting cycle through the double-entry accounting system, covering a complete accounting cycle and investigating techniques involved in the preparation and interpretation of financial reports. They learn how accurate records become the basis for reports that

show the financial condition of business. Special journals, subsidiary ledgers, the worksheet with adjustments, closing entries, and financial reports are studied. Automated accounting software and online working papers will be integrated with concepts. Students should be able to understand logical processes and work independently on short and long-term projects.

Accounting II (CP) .5 Credit Grades 10-12 Elective

This course is a continuation of Accounting I (pre-requisite course). This course is intended to give a foundation to those students who wish to continue studies in the field of accounting and have a general understanding of business methodology. Specialized journals, accruals, inventories, investments, depreciation, payroll procedures, accounting for partnerships, and corporations will be among the topics covered in this course. Students work on advanced real-life simulations in which they act as the accountant, handling all business papers, keeping records, and preparing the financial reports. Computers will be used extensively in this course. Successful completion of Accounting I is a prerequisite for this course.

CAREER DEVELOPMENT

Career development courses offer students the opportunity to gain important career exposure and skills that they will be able to apply to any work environment. These courses include dual-enrollment with Massasoit Community College, Quincy College, or other career readiness classes.

DUAL ENROLLMENT

The Dual Enrollment Program provides opportunities for RHS juniors and seniors to take college level courses and earn credit simultaneously toward high school completion and their future college degrees. The Dual Enrollment Program eases the transition from high school to college, allows students to get a head start on their college careers, and provides meaningful and challenging academic experiences to qualified students.

- **Massasoit Community College Program:** Randolph High School juniors and seniors who have shown to be capable of succeeding at college level work are eligible to take courses with Massasoit Community College on a space available basis. Students interested in registering for fall semester classes should discuss this option with their counselor and review the course of studies.

Course Options May Include:

- | | |
|------------------|--------------|
| → Film & Society | → Economics |
| → Journalism | → Government |
| → Media | → Religion |
| → Speech | → Philosophy |
- **Quincy College Program:** Randolph High School juniors and seniors may have the opportunity to earn college credit through Quincy College depending on independent RHS courses that have been aligned to QC standards. Students interested in registering for fall semester classes should discuss this option with their counselor and review the course of studies.

First Responder Course (CP) 2.0 Credits Grades 11-12

This two-part program is designed to foster interest in the emergency response field. Students will participate in programs that offer certification in the following areas: American Heart Association, First Aid, American Heart Association CPR and AED, American Heart Association Blood Borne

Pathogen, Massachusetts First Responder (includes EPI PEN and Narcan), National Incident Management System 100 and 700. In addition, there are also sessions for MOLST, psychological emergencies and hemorrhage control. In addition, the local Fire Department will provide education on fire ground operations and demonstrate equipment. The program will include simulation of emergency responses and will prepare the student to attend Emergency Medical Technician education and ultimately promote a career in emergency response.

Senior Internship Project (H) 1.0 Credits Grade 12 Term 4

The Senior Internship Program provides seniors with the opportunity to experience work environments based on their career interests and skills. Seniors in good standing can apply to participate and, with the help of our Career Coordinator, find an internship placement where they will work 30 hours a week during Term 4 of their senior year. Seniors will write weekly reflections and complete a final project that documents their experience and present their project to RHS staff and junior class. During Term 4, seniors will not attend classes or take final exams. Seniors in AP classes will be responsible for attending their AP class(es) and must take the AP exam(s) in May. After the AP exam(s) are taken students can report to their internship site full-time for the remainder of Term 4. All senior year grades and credits will be calculated based on Terms 1-3, with the final project as their final graduation requirement. If students are not attending their internship site regularly or are showing up late to their internship site, they will be asked to return to RHS. They will be asked to make up any of the work in academics that they missed up to that point. This course is Pass/Fail.

COMPUTER SCIENCE INNOVATION PATHWAY

Innovation Pathways are designed to give students coursework and experience in a specific high-demand industry. The CS Pathway includes:

- 4 Courses to meet graduation requirements
- College Credit
- Career Connections

PLTW Computer Science Essentials (CP)/PLTW Computer Science Essentials (H) 1.0 Credit Grades 9-12

In Computer Science Essentials, students begin by using visual, block-based programming to build their computational thinking skills. Then, students start coding with text-based programming languages such as Python, create apps, and develop websites just like a professional developer. Students continue to work with classmates like a team of developers, participating in a “scrum” to develop an app, computing device, or text-based code that solves a problem they or their community are facing. This course can be used as a non-lab-based science credit.

PLTW Computer Science Principles (H or AP) 1.0 Credit Grades 10-12

Prerequisite: 70% in PLTW Computer Science Essentials or teacher recommendation

In Computer Science Principles, students solve digital challenges by developing the computational thinking and technical skills of leading computer scientists. Learning by doing, students:

- Become fluent in Python, professionals’ primary computational language
- Debug code to ensure programs act as intended and are useful to the user
- Create an engaging computer game

- Code and decode data to keep it safe on the internet
- Make sense of large quantities of data by creating data visualizations

The PLTW Computer Science Principles course is aligned to the AP Curriculum Framework and PLTW is recognized by the College Board as an endorsed provider. Students who elect to take this course for AP credit must take the AP exam. This course can be used as a lab-based science credit or a math credit, but not both.

Massasoit Community College: ISEC 129 – IT Essentials (H) 1.0 Credit Grades 11-12

*Prerequisite: 70% in PLTW Computer Science Essentials or teacher recommendation
3.0 GPA or Accuplacer*

This course introduces students to the fundamentals of computer hardware and software, mobile devices, security and networking concepts, and the responsibilities of an IT professional. Topics include mobile devices, Linux, and client side virtualization, as well as expanded information about Microsoft Windows operating systems, security, networking, and troubleshooting. This course prepares students to take the CompTIA A+ certification exams. Three lectures and two laboratory hours per week.

PLTW Cybersecurity (H) 1.00 Credit Grades 11-12

Students in Cybersecurity apply their knowledge of coding and computational thinking to seek out vulnerabilities in data storage systems and online commerce sites, then design solutions to increase safety and protection. Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company’s data, students in Cybersecurity establish an ethical code of conduct while proactively defending data in today’s complex cyberworld.

Senior Internship Project (H) 1.0 Credits Grade 12 Term 4

Students participate in a 100 hour internship in their field. The pathway leads to a Senior Capstone Project, with mentors from industry partners who meet weekly with students. Students also have the opportunity to earn industry certifications aligned with industry.

ENGLISH

The mission of the Randolph High School English Department is to prepare all students to successfully participate in a modern society in which great literature and literary traditions are valued and passed on, clear communication and successful collaboration are essential to the common good, and creative endeavors are wholeheartedly supported. We offer a program that strives to develop literacy and literary citizens who can read and think critically and creatively, who can analyze literature and text, and who are able to write with power and clarity for various purposes. The English Department offers courses in language, literature, and composition for students of all ability levels. Course descriptions printed on the following pages outline course contents, levels and prerequisites. These descriptions serve as a guide to students as they make their choices for the four-year courses of studies in the academics of English. Elective English courses emphasize the development of written and oral communication skills as well as the appreciation of literature as an art form that affirms the importance of self-expression through courses of the student’s own choosing. Students should select those courses most suited to their interests.

Grade 9	Grade 10	Grade 11	Grade 12
English I <u>Electives:</u> Creative Writing Public Speaking Storytelling/Podcast Journalism	English II <u>Electives:</u> Creative Writing Public Speaking Storytelling/Podcast Journalism SAT Prep	English III or AP Lang <u>Electives:</u> Creative Writing Public Speaking Storytelling/Podcast Journalism SAT Prep	English IV or AP Lit <u>Electives:</u> Creative Writing Public Speaking Storytelling/Podcast Journalism SAT Prep

English I (H)/English I (CP) 1.0 Credit Grade 9

The English I curriculum emphasizes the study of communication through written, verbal, and technological expression. This course emphasizes and enhances independence in reading and writing while working with the material at a deep and critical level with the goal of preparing students to advance their own communication skills as well as support the skills required of the MCAS exam in their Sophomore year. Students read, analyze, and respond to many literary works, such as short stories, poetry, and non-fiction. Students develop and refine writing skills in the three modes of writing through the writing process and continue to improve their skills in class discussions, group work, and oral presentations.

English II (H)/English II (CP) 1.0 Credit Grade 10

The English II curriculum focuses on four modes of writing: narrative, informative, literary analysis, and argumentative, as well as theme and author approach, to answer the essential question, "How do the choices we make impact our lives and our society?" The growth of a critical approach in the reader is encouraged through class discussion and outside reading. Students will refine their writing skill in order to respond to various, authentic writing prompts for specific audiences, as well as to develop sophistication in their ability to analyze, interpret, and appreciate literature. Writing activities include essays, research, critiques, and personal reflections. Students continue to develop critical thinking and class discussion skills. Vocabulary building is also stressed.

English III (H)/English III (CP) 1.0 Credit Grade 11

The English III curriculum is a study of American Literature which focuses on four modes of writing: narrative, informative, literary analysis, and argumentative, as well as theme and author approach, to answer the essential question, "How do our experiences shape the American Identity?" Students read a variety of genres that reflect the American experience. Students develop their writing skills by composing analytical essays, personal reflections, short written pieces and a full-length research paper. Classroom discussions, small group work, and presentations encourage students to become independent learners and thinkers and to refine their speaking and listening skills.

English IV (H)/English IV (CP) 1.0 Credit Grade 12

The English IV curriculum is a study of literature and nonfiction in which students examine the texts through various perspectives for in-depth analysis and bias. The curriculum emphasizes and enhances independence in reading and writing. Students read and study the works of classic and

contemporary authors from many cultural perspectives and from many countries including selections of non-fiction, poetry, and short stories. Students continue to develop their writing skills in order to respond to various authentic prompts for specific audiences, including their college application essay. Focused class discussions and a variety of oral presentations provide students with continued opportunities to refine their speaking and listening skills. Writing, reading and thinking skills are polished as students prepare for further schooling, training, and the workplace.

English I/II ML (CP) 1.0 Credit Grades 9-10

The English I/II ML CP curriculum emphasizes the study of a variety of literary genres and language functions based on the DESE ELA Frameworks and the WIDA Standards Framework. The ML CP curriculum supports newcomer multilingual learners with modified materials, slower pace and direct instruction in language forms and functions while working with the material at a deep and critical level. Students read, analyze, and respond to many literary works, including novels, short stories, poetry, and non-fiction. Students develop and refine writing skills through the writing process and continue to improve their skills in class discussions, group work, and oral presentations.

English III/IV ML (CP) 1.0 Credit Grades 11-12

The English III/IV ML CP curriculum emphasizes the study of a variety of literary genres and language functions based on the DESE ELA Frameworks and the WIDA Standards Framework. The ML CP curriculum supports newcomer multilingual learners with modified materials, slower pace and direct instruction in language forms and functions while working with the material at a deep and critical level. Students read, analyze, and respond to many literary works, including novels, short stories, poetry, and non-fiction. Students develop and refine writing skills through the writing process and continue to improve their skills in class discussions, group work, and oral presentations.

AP English Language & Composition 1.0 Credit Grades 11-12

This course, taught at the college level, is a study of prose written in a variety of rhetorical contexts. The course emphasizes nonfiction writing through the study of expository, analytical, and researched argumentative writing, as well as personal and reflective writing about a variety of subjects. Students will read primary and secondary source materials in order to develop analytical reading skills. Students will become acquainted with a wide variety of prose styles from many historical periods, with an emphasis on persuasion and how the world around us impacts our thinking, communication, and identity. This is an intensive writing course. *Everyday Use, Norton Reader, Elements of Argument.*

AP English Literature & Composition 1.0 Credit Grades 11-12

This challenging course, taught at the college level, is a study of both classic and contemporary authors. Thematically based, the course examines the great questions that have challenged writers and thinkers over time, such as *"What is love?"*, *"What is justice?"* and *"How do we define and find freedom?"*. The course heavily emphasizes critical reading and thinking, literary analysis, and refined expository writing. Students are expected to actively engage in Socratic seminars. Readings will include: *The Awakening, Importance of Being Earnest, Frankenstein, Heart of Darkness, King Lear, Catcher in the Rye, The Things They Carried, and How to Read Literature Like a Professor.*

Creative Writing I (CP) 0.5 Credit Grades 9-12

This workshop-oriented elective engages students in a range of activities to discover their own voices in creative writing. Through class readings we will examine various writing styles and the successes and strategies that other writers use as students continue to develop a sense of diction, syntax, speaker, and audience. Students will use their creativity and skills to develop their own works in multiple genres, and present to their peers.

Public Speaking (CP) 0.5 Credit Grades 9-12

Public Speaking is an interactive/performance-based course designed to increase proficiency in speech through practice in impromptu and extemporaneous speaking. Writing is also an important aspect of this course, as understanding and application of the writing process is necessary to create organized, effective speeches. Success in this course is dependent on students' ability to integrate classroom material into effective, informative, and persuasive presentations.

SAT Prep (CP) 0.5 Credit Grades 9-12

This is a one semester course designed to focus on key writing and comprehension strategies that will lead students to successful scores on the SAT and comparable college entrance exams. Students will learn how to read and respond to complex texts quickly and accurately, as well as how to write effectively and precisely. Students will also focus on improving grammar and vocabulary skills to prepare for the rigor and expectation of the exam.

Storytelling through Podcasting in the 21st Century (CP) 0.5 Credits Grades 11-12

In this course, we explore how writing and storytelling has adapted in the 21st century through the popularity and accessibility of podcasting. This course will support ELA skills and 21st century learning and technology skills through the lens of argumentative, informative, literary, and narrative podcasts of various genres, such as popular culture, true crime, politics, sports, music, etc. Students will have the opportunity to develop strong listening, speaking, and writing skills through assigned and choice podcasts.

Journalism (CP) (H) 0.5 Credit Grades 9-12

Journalism is a semester course designed to provide authentic experiences in writing, interviewing, layout, design, and project development. Editors and members of the yearbook and school newspaper, as well as students with new interest in publishing, will receive direct instruction in publishing and writing skills while producing content for the school publications. Students in this course will learn journalistic writing skills, online and print publishing skills and skills in time management, meeting deadlines and producing authentic work for public viewing in the form of the school newspaper. . The Honors-level course includes more-frequent application of news writing--including revising, editing, and layout--for the school newspaper, as well as weekly current event tasks. The students who join the Honors level will also complete more complex and/or thorough major assessments. Through these methods and assignments, the Honors-level students will become more intimately familiar with the procedures of journalistic writing and publishing.

MULTILINGUAL LEARNERS

RHS provides a content-based English language development program for multilingual learners that values students' linguistic and cultural assets while learning the English language through rigorous grade level content. Randolph High School's goal is for all multilingual learners to be post secondary prepared by graduating high school on time, demonstrating high levels of content knowledge and proficiency in all language domains (reading, writing, listening and speaking).

The Multilingual Learner program in Randolph Public Schools is a Sheltered English Immersion (SEI) where students are provided access to grade-level academic standards from a certified content teacher in English with the appropriate supports and scaffolds. SEI classes also focus on developing the language of the content area.

Multilingual learners are assigned to English Language Development (ELD) classes based on their English proficiency, as identified by their ACCESS scores or the WIDA screener that is administered upon entry into the district. In ELD classes teachers provide systematic, explicit and sustained academic and social language instruction in reading, writing, listening and speaking based on the WIDA English Language Development Standards Framework. These classes support the development of English language proficiency while simultaneously valuing their native languages and cultural backgrounds.

English Language Development (ELD) 1-2 (CP) 1.0 Credits Grades 9-12

English Language Development 1-2 is a tier I core subject required by DESE with its own dedicated curriculum and is an accredited class. Class is designed for students of proficiency level 1-2 (Entering and beginning) according to the ACCESS test or the WIDA screener. Teachers provide systematic, explicit and sustained academic and social language instruction in reading, writing, listening and speaking. Instruction targets language functions and forms guided by grade level standards. Students develop common academic habits of thinking and language skills across content areas.

Multilingual Learner Literacy 1-2 (CP) 1.0 Credits Grades 9-12

This course is designed to support the developing English language and literacy skills of beginning multilingual learners. The course incorporates oral language development, as well as targeted instruction in grammar, vocabulary, and comprehension strategies for beginning readers and writers of English. Students develop English language and literacy skills as well as foundational content concepts through the reading of high interest texts.

English Language Development (ELD) 3 (CP) 1.0 Credit Grades 9-12

English Language Development 1-2 is a tier I core subject required by DESE with its own dedicated curriculum and is an accredited class. Class is designed for students of proficiency level 3 (Developing) according to the ACCESS test or the WIDA screener. Teachers provide systematic, explicit and sustained academic and social language instruction in reading, writing, listening and speaking. Instruction targets language functions and forms guided by grade level standards. Students develop common academic habits of thinking and language skills across content areas.

English Language Development 4 (ELD) (CP) 1.0 Credit Grades 9-12

English Language Development 1-2 is a tier I core subject required by DESE with its own dedicated curriculum and is an accredited class. Class is designed for students of proficiency level 4 (Expanding) according to the ACCESS test or the WIDA screener. Teachers provide systematic, explicit and sustained academic and social language instruction in reading, writing, listening and speaking. Instruction targets language functions and forms guided by grade level standards. Students develop common academic habits of thinking and language skills across content areas.

Multilingual learners at WIDA proficiency levels of 1-2 also take an ELA class with a dually certified ESL and ELA teacher in order to access the MA DESE English Language Arts and Literacy Standards framework as well as the WIDA ELD Standards Framework. These courses are listed in the English department section.

English I/II ML (CP) 1.0 Credit Grades 9-10

English III/IV ML (CP) 1.0 Credit Grades 11-12

MATHEMATICS

RPS Math Vision:

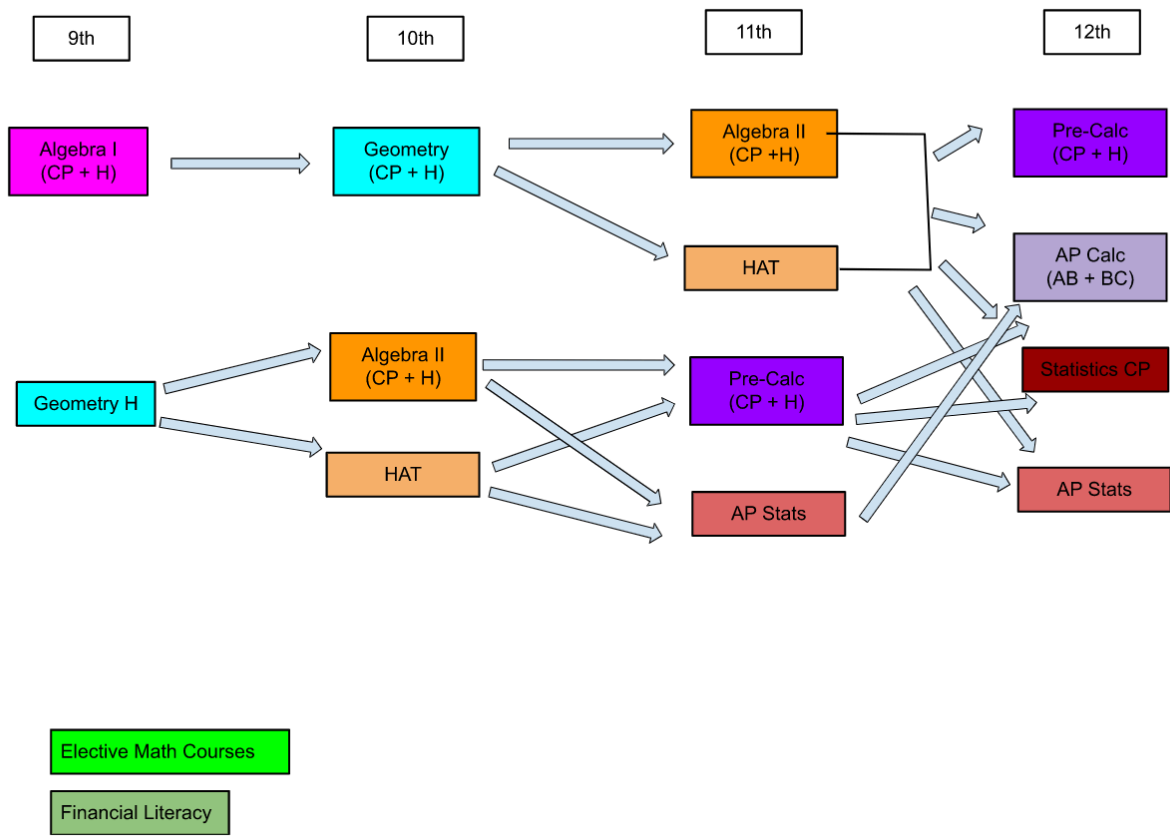
We believe every student is a brilliant mathematician. Randolph Public Schools embrace the diversity of our community by building strong partnerships among students, staff, and families. In our classrooms, we strive to bring joy to the learning of mathematics and build mathematically proficient students who apply mathematics in the real world. When deciding whether or not to change placement, please reach out to your teacher as well as the Mathematics Department Coordinator.

In our classrooms, students will:

- Build positive mathematical identities
- Have confidence in themselves as mathematicians
- Be prepared to meet the demands of college and career readiness
- Have access to a high-quality rigorous (conceptual understanding, procedural skill, fluency, application) mathematics program that is connected to the real world
- Use multiple strategies to engage in rich tasks that facilitate:
 - Exploration
 - Critical thinking
 - Student discourse
 - Justifying answers and/or asking appropriate questions
 - Deepening conceptual understanding.

In our classrooms, teachers will:

- Create a space for play and exploration
- Support productive struggle in learning mathematics
- Deliberately check for understanding throughout the lesson and adapt the lesson according to student understanding
- Pose purposeful questions and implement tasks that allow student choice and interactions that promote reasoning and problem solving
- Use a variety of data sources to inform instructional decisions and curriculum/program improvement and to provide feedback to students
- Celebrate the unique contributions of our students



Algebra I (H)/Algebra I (CP) 1.0 Credit Grade 9

This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, and creating, evaluating and solving equations and inequalities. The content covers linear, quadratic, exponential, and polynomial equations, as well as linear systems. Students develop fluency by writing, interpreting, and translating among various forms of linear equations. Students are also exposed to more abstract topics beginning with the study of functions and relations. Students will learn to model and apply their mathematical knowledge to solve real world situations.

Algebra I ML 1.0 Credit

This course is the foundation for high school mathematics course designed for students whom English is not the primary language. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, and creating, evaluating and solving equations and inequalities. The content covers linear, quadratic, exponential, and polynomial equations, as well as linear systems. Students develop fluency by writing, interpreting, and translating among various forms of linear equations. Students are also exposed to more abstract topics beginning with the study of functions and relations. Students will learn to model and apply their mathematical knowledge to solve real world situations.

Geometry (H)/Geometry (CP) 1.0 Credit Grades 9-10

This course is a study of geometric principles in two and three dimensions. Major units include the foundations of geometry and geometric figures, polygons, congruence, transformations, similarity, circles, three-dimensional figures, and probability. There will be a significant focus on triangles, with basic trigonometry introduced. Students will also prove geometric theorems and their converses, as well as construct geometric models, both by hand and using technology. Geometric formulas and concepts are used to model, set up, and solve real world problems.

Algebra II (CP) 1.0 Credit Grades 10-12

This course will focus on creating, reasoning, interpreting, modeling, and building various types of functions. Among these will be quadratic, polynomial, trigonometric, exponential, logarithmic, and rational functions. Trigonometry will be introduced, examining the unit circle and periodicity, along with explorations of basic trigonometric identities. Additional units include complex numbers, matrices, and basic vectors. Graphing calculators will be used frequently.

Algebra II/Trigonometry (H) 1.0 Credit Grades 10-11

This is a fast-paced, high level course that will be very similar to Algebra II (H). It will cover more trigonometry and will push students to investigate and explore concepts and related content both independently and collaboratively. Graphing calculators will be used extensively.

Pre-Calculus (H)/Pre-Calculus (CP) 1.0 Credit Grades 11-12

This course is designed for students interested in pursuing a career in either math or science. Topics include operations with polynomial, exponential, rational, logarithmic and circular functions. Students will learn how to build, interpret, and analyze these functions and their inverses. In addition, units on the complex number system, conic sections, matrices, polar coordinates, vectors, continuity and limits of functions will be covered. Content will be more in depth than the CP level, and will also include exploration of circular functions and differentiation. Graphing calculators will be used extensively (TI-84 strongly recommended).

AP Calculus AB 1.0 Credits Grades 11-12

AP Calculus AB is a rigorous, full-year course that emphasizes critical thinking, application of content to real-world problems, and the use of technology. The course curriculum is defined by the College Board and is the equivalent of a one-semester college calculus course. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

This course will prepare students for the AB advanced placement test in calculus. Graphing calculators are required for this course (TI-84 strongly recommended).

AP Calculus BC 1.0 Credits Grades 11-12

AB Calculus BC is a rigorous, full-year course with a curriculum defined by the College Board and is equivalent to a full year of college calculus. This course will use similar approaches to AP Calculus AB and cover all of the same content. Major units beyond AB calculus include advanced techniques of integration, vectors, parametric equations, polar equations, polynomial approximations and infinite series. Graphing calculators are required for this course (TI-84 strongly recommended).

Statistics (CP) 1.0 Credit Grade 12

Statistics are everywhere and this course will help give you an insight into where they come from and how they can be used. The focus of this course will be on using descriptive statistics to communicate ideas as well as basic inferential methods to predict possible outcomes. Topics covered include data analysis, data production, normal distribution, statistical inference, correlation, regression, and statistics in the media. This course includes extensive use of the graphing calculator and other computer software. Students will explore statistics in sports, science, politics, and many other areas of our society. It is particularly useful for students considering further study in psychology, social sciences or business.

AP Statistics 1.0 Credit Grades 11-12

AP Statistics is a rigorous, full-year course that emphasizes critical thinking, written communication skills, and the use of technology. The course curriculum is defined by College Board and is the equivalent of a one-semester, introductory college statistics course. Major units include exploratory data analysis, sampling and experimental design, probability, and inference. Students are expected to have excellent reading and writing skills as well as a strong work ethic. Graphing calculators are required for this course (TI-84 strongly recommended).

Financial Literacy/Personal Finance (CP) 0.5 Credit Grades 10 - 11

This course assists students with developing the necessary financial skills to succeed and participate in today's workforce. This is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will review arithmetic skills as it relates to general business financial concepts. Students design personal and household budgets; simulate the use of checking and savings accounts; demonstrate knowledge of financing, debt, and credit management; and evaluate and understand insurance products and taxes.

PERFORMING ARTS

The RHS Performing Arts Department offerings are for students' enrichment of aesthetic values and the development of basic skills in music through the study of history, theory, instrumental and vocal techniques and performance. They further the development of advanced skills for the gifted students and for students preparing for a career in music. Students participating in the music program, will continuously engage in the following activities according to the National Standards of Music Education:

- A varied repertoire of music will be sung alone and with others

- A varied repertoire of music performing on instruments, alone and with others
- Improving melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing and describing music
- Evaluating music and performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

Concert Band 1.5 Credit Grades 9-12

Prerequisite: Prior instrumental experience or approval of Band Director

Band class is a performance class for students with instrumental experience who desire to become proficient on a woodwind, brass, or percussion instrument. Instruction will include instrumental technique, music reading and interpretation, music theory as well as performance skills. Students will study and perform the finest contemporary and traditional literature written for the wind band. Components of this course include concert band, marching band and chamber music ensembles. In addition to a very exciting performance schedule, the band also attends music festivals, concerts, and regularly works with clinicians. Student progress will be evaluated by means of recorded playing performances and written assessments. Detailed assessment policies may be found in the Band Handbook provided by the Band Director. Note: As a member of the RHS Band, students are required to perform with the band at evening and weekend concerts, halftime shows of football games, and attend after school rehearsals as needed to meet the band's performance objectives.

Honors Concert Band 1.50 Credits Grades 9-12

Prerequisite: Grade of 80% or higher in Honors Concert Band (H), 90% or higher in Concert Band (CP), or approval of Band Director

Band class is a performance class for students with instrumental experience who desire to become proficient on a woodwind, brass, or percussion instrument. Instruction will include instrumental technique, music reading and interpretation, intermediate music theory as well as performance skills. Students will study and perform the finest contemporary and traditional literature written for concert band. Components of this course include concert band, marching band, and chamber music ensembles. In addition to a very exciting performance schedule, the band also attends music festivals, concerts, and regularly works with clinicians. Student progress will be evaluated by means of recorded playing performances and written assessments. Detailed assessment policies may be found in the Band Handbook provided by the Band Director.: As a member of the RHS Honors Band, students are required to perform with the band at evening and weekend concerts, half time shows of football games, attend after school rehearsals as needed to meet the band's performance objectives, audition for SEMMEA District Festival, perform in an extra-curricular ensemble (Jazz Band, Community Band, etc), and learn a secondary instrument. In addition, students must complete two from the following list:

1. Give group/private lessons to band students at RCMS and/or elementary schools at least twice per month
2. Complete An Honors Essay or Composition Assignment
3. Perform a solo piece in the RHS Student Recital
4. Receive private lessons
5. Complete an assignment of equal rigor created by either the student or band director

Chamber Singers (H) 1.00 Credit Grades 9-12

Prerequisites: Enrollment in this class by audition. Grade of 90% or higher in chorus.

This class is for all students who wish to expand their choral singing skills. Students will receive instruction in breathing technique, diction, sight-reading, and vocal production as well as

performance skills. A wide variety of choral literature will be performed. Students will audition for either the District Festival or SEMSBA Festival. Students will have the opportunity to work with clinicians and other members of the community. As a member of the RHS Chamber Singers, students are required to perform with the group at evening and weekend concerts, and attend after school rehearsals as needed to meet the choir's performance objectives. Concert performance schedules are given out at the beginning of the year, however, students should expect to perform in 3-5 events in addition to the concerts.

Concert Chorale (CP) 1.00 Credit Grades 9-12

This is a class for aspiring choral singers who wish to explore vocal and choral technique as demonstrated in a large ensemble. Students will perform a varied repertoire of literature spanning several centuries and styles. Students will audition for either the District Festival of the SEMSBA Festival, and will have the opportunity to work with clinicians and other members of the community. As a member of the RHS Concert Chorale, students are required to perform with the group at evening and weekend concerts and attend after school rehearsals as needed to meet the choir's performance objectives. Concert performance schedules are given out at the beginning of the year.

Digital Audio Production I (CP) 0.50 Credit Grades 9-12

Prerequisite: Students should possess a strong desire to compose and create music. Students must provide their own headphones for class.

This course will provide students with hands-on experience of a variety of music technologies. Course topics will include musical composition, audio editing, music critique, website design and technology research. Students will explore the effect music technology has on our world and how technology has affected music in our lives. Students will learn basic terms associated with music editing and will also study basic music theory topics. Student progress will be evaluated by means of written assessments and in class performance presentations.

Digital Audio Production II (CP) 0.50 Credit Grades 9-12

Prerequisite: 85% or Higher in Digital Audio Production I

This course will provide students with hands-on experience of a variety of music and audio technologies. Course topics will include musical composition, audio engineering, live sound production, and studio recording techniques. Students will explore the effect audio technology has on our world and how technology has affected music in our lives. Students will study acoustics, advanced music theory, learn about the production of both live and recorded sound, and interact with professionals in the music and live sound industry. Student progress will be evaluated through written assessments, individual and group projects, and in-class presentations. Over the course of this class, we will be analyzing and discussing many songs, some of which may contain mature language and themes. It is the firm belief of this course that students should learn how to handle conversations about mature language and subject matter, and should leave this class with the skills to navigate such conversations in the real world.

Class Piano I (CP) 0.5 Credit Grades 9-12

This course is for students having little or no experience with the piano keyboard. Students will learn to play simple pieces of music, reading standard music notation and using proper piano technique. Major piano compositions and internationally renowned pianists will also be explored during the class. Student progress will be evaluated by means of written assessment and individual in-class piano performance. Students will complete their final exam for the course through a class recital.

Class Piano II (CP) 0.5 Credit Grades 9-12

Prerequisite: Grade of 85% or higher in Piano I or approval of Teacher

This course is for students who have intermediate piano experience (one or more years) or who have completed Class Piano I. Students will learn to play moderately difficult pieces of music and continue to develop their ability to read standard music notation and play with proper piano technique. Major piano compositions and internationally renowned pianists will also be explored during the class. Student progress will be evaluated by means of written assessment and individual in-class piano performance. Students will complete their final exam for the course through a class recital. Students in Class Piano II will be required to participate in one of the RHS Student Artist Recitals after school.

Theater and Broadway (CP) 0.5 Credits Grades 9-12

Theater and Broadway is an elective music course where the primary objective is to expose students to the rich history, heritage and evolution of the American Musical Comedy leading to a vast knowledge of New York's theatrical history from Vaudeville through modern day integrated musicals through the use of audio and visual media. Students will also develop an understanding of the production aspects of the theater world from the points of view of directors, producers and behind-the-scenes technicians. Students will also be required as part of this course to contribute to the Spring Musical Production whether it be during class time or as an extra-curricular participant. In class performances and presentations are expected. No instrumental or choral experience required.

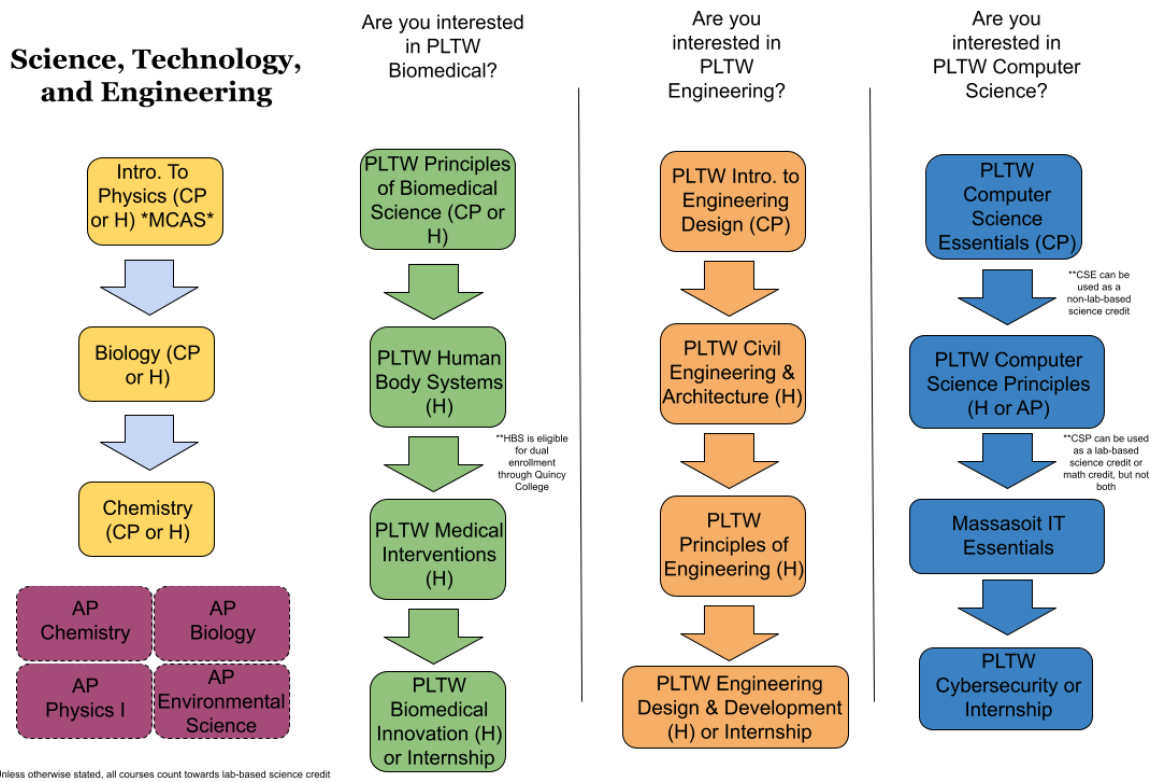
Ukulele (CP) 0.50 Credits Grades 9-12 This course is for students having little or no experience with ukulele. Students will learn to play chords, simple pieces of music, reading standard music notation and tablature, strumming patterns and using proper ukulele technique. Major piano compositions and internationally renowned pianists will also be explored during the class. Student progress will be evaluated by means of written assessment and individual in-class piano performance. Students will complete their final exam for the course through a class recital.

SCIENCE, TECHNOLOGY & ENGINEERING

The mission of the RHS Science, Technology and Engineering Department is to prepare all students to constructively participate in a modern society in which science, technology and engineering influence nearly every aspect of their lives. We offer a program that strives to develop scientifically literate citizens who possess an understanding of the nature of science and who have the knowledge base necessary to critically analyze scientific claims and assertions. By experiencing a relevant and rigorous science curriculum and developing their knowledge of the engineering design process, Randolph High students will be well-positioned to pursue advanced studies in science and engineering and careers in scientific and engineering fields if they choose. The Science, Technology and Engineering Department offers lab-based courses designed to challenge students. Using a variety of strategies students will continue to build on problem solving skills while gaining an understanding of the process and content of both the biological and physical sciences.

All science courses are taught at a college preparatory level. The main differences among the CP, Honors or Advanced Placement courses are: the depth of knowledge, the amount of laboratory work, the use of additional supplementary materials, the pacing, and the level of mathematical challenge.

NOTE: Students who have received credit for college prep science courses may not elect, for credit, the respective honors courses. When a student wishes to select a course without having met the course requirements, permission must be obtained from their teacher and the department coordinator. Please note that an appeal of the placement recommendation must take place by April vacation.



Introduction to Physics (H) 1.0 Credit Grade 9

The Introductory Physics course helps students recognize the nature and scope of physics and its relationship to the other sciences. Students will learn about basic topics such as motion, forces, energy, momentum, heat and heat transfer, waves, electricity, and magnetism. Students will be engaged in scientific inquiry, investigations, and labs so that they develop a conceptual understanding and basic scientific skills. The mathematics prerequisite skills are based on middle school mathematics topics such as data analysis, measurement, scientific notation, ratio and proportion, and algebraic expressions. Students must take the MCAS physics test at the end of this course.

Introduction to Science for MLs (CP) 1.0 Credit Grades 9-12

This course is a survey course that allows students for whom English is not the primary language to become familiar with the different areas of science. This course is an introductory course for students in the multilingual learner program. This course stresses the improvement of science vocabulary using general science concepts.

Physics for MLs (CP) 1.0 Credit Grades 9-12

This course is designed to acquaint the English Learner with topics in introductory physics in a readily understandable fashion. Topics will be covered in both conceptual and quantitative aspects, with an emphasis on developing scientific vocabulary. Topics covered include motion, forces, energy, electromagnetism, thermodynamics, and waves. Laboratories or demonstrations will be conducted regularly. Students will also prepare for the MCAS in Introductory Physics.

Biology (H)/Biology (CP) 1.0 Credit Grade 10

Honors Biology is a life science course with a focus on reasoning, application and conceptualization. Students will conduct laboratory investigations that reinforce analytical and reasoning skills as well supporting class discussions. Topics to be covered include molecular biology, cell structure and function, genetics, evolution, microbiology, and human body structure and function.

Chemistry (H)/Chemistry (CP) 1.0 Credit Grade 11

This course will cover topics in the structure of matter, chemical dynamics, chemical bonding, reactions, stoichiometry and the mole concept. Skills in measurement techniques, unit knowledge and manipulation, data collection and hypothesis building will be emphasized. Mathematical modeling, mathematical analysis, problem solving, analytical laboratory techniques and critical thinking are all emphasized. Students will conduct laboratory investigations that reinforce analytical skills and support the lecture/class discussions.

PLTW Principles of Biomedical Science (CP)/PLTW Principles of Biomedical Science (H) 1.0 Credit Grades 9-12

Students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

PLTW Human Body Systems (H) 1.0 Credit Grades 10-12

Prerequisite: 70% in Principles of Biomedical Science or teacher recommendation

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. Students are eligible to apply for dual enrollment through Quincy College.

PLTW Medical Interventions (H) 1.0 Credit Grades 11-12

Prerequisite: 70% in Human Body Systems or teacher recommendation

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

PLTW Biomedical Innovation (H) 1.0 Credit Grade 12

Prerequisite: 70% in Medical Interventions and teacher recommendation

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical

engineering to clinical medicine and physiology. They have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

PLTW Introduction to Engineering Design (CP)/PLTW Introduction to Engineering Design (H) 1.0 Credit Grades 9-12

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

PLTW Civil Engineering and Architecture (H) 1.0 Credit Grades 10-12

Prerequisite: 70% in Introduction to Engineering Design or teacher recommendation

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software.

PLTW Principles of Engineering (H) 1.0 Credit Grades 11-12

Prerequisite: 70% in Civil Engineering and Architecture or teacher recommendation

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

PLTW Engineering Design and Development (H) 1.0 Credit Grade 12

Prerequisite: 70% in Principles of Engineering and teacher recommendation

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

AP Biology 1.0 Credits Grades 11-12

Prerequisite: 70% in Honors or CP Biology or teacher recommendation

Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. Students should have successfully completed high school courses in biology and chemistry. This course requires that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students are encouraged to retain their laboratory notebooks, reports, and other materials. A college text is used, and students are expected to put a considerable amount of time and effort in preparation for the required spring AP exam.

AP Chemistry 1.0 Credits Grades 11-12

Prerequisite: 70% in Honors or CP Chemistry or teacher recommendation

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should have successfully completed a general high school chemistry course and Algebra II. This course requires that 25% of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students are encouraged to retain their laboratory notebooks, reports, and other materials. A college text is used, and students are expected to put a considerable amount of time and effort in preparation for the required spring AP exam.

AP Physics I 1.0 Credits Grades 11-12

Pre-/Corequisite: 70% in Geometry and concurrent enrollment in Algebra II or teacher recommendation

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course. This course requires that 25% of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Inquiry-based laboratory experiences support the AP Physics 1 course and AP Course Audit curricular requirements by providing opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students are encouraged to retain their laboratory notebooks, reports, and other materials. A college text is used, and students are expected to put a considerable amount of time and effort in preparation for the required spring AP exam.

SOCIAL STUDIES

According to the Massachusetts State Frameworks for History and Social Science, “The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world.” The Randolph High School History Department is committed to expanding students’ knowledge of United States and World history in a way that promotes inquiry and civic engagement. As students progress through the required history courses, they will use primary and secondary source documents to understand the impact of historical events on individuals and diverse groups of people. In the history classroom, students will develop literacy skills by gathering and organizing information from multiple types of media, arguing and explaining conclusions using evidence, and evaluating the credibility of

sources. The History and Social Science department offers a range of courses connected to social science disciplines beyond the 3 required content courses. Some electives are offered, including: Peer leadership, psychology, AP US History, AP Psychology, and Civil Rights. Students are also offered the opportunity to make real world connections to community issues through the civic action project.

Grade 9	Grade 10	Grade 11	Grade 12
World History	US I & Civic Engagement and Government <u>Electives:</u> Psychology Criminal Justice Genocide and Conflict	US II AP US History AP African American History <u>Electives:</u> Psychology Criminal Justice Genocide and Conflict AP African American History AP Psychology Peer Leadership Gender Studies	<u>Electives:</u> Psychology Criminal Justice Genocide and Conflict AP African American History AP Psychology Peer Leadership

World History (H)/ World History (CP) 1.0 Credit Grade 9

This course critically examines important world events beginning with the Glorious Revolution of the 18th century and finishing in the modern day. We will explore the political, social, economic, and technical causes and impacts of 19th century revolutions, British colonial ambitions around the globe and the resistance to them, and the World Wars. Students of World History will also explore the effort to contain the spread of socialism during the mid-20th century and examine the fallout of those efforts as they learn about terrorism and genocide in the late-20th and early 21st centuries. A key goal of this course is to examine history from a global perspective, moving away from the traditionally Eurocentric perspective of other World History courses, in a project-based environment. Students will use evidence-based arguments to analyze challenges to traditional narratives.

Social Studies for MLs (CP) 1.0 Credit Grades 9-12

This course is a survey course that allows students for whom English is not the primary language to

expose students to foundational knowledge, skills and academic vocabulary necessary to be successful in the social studies classroom. They will use maps, charts, graphs, and primary and secondary source readings to build their foundational knowledge of World and United States history, government and geography while developing academic language and study skills. Course content may include current events, civic engagement and US and World history content.

U.S. I (H)/U.S. History I (CP) 1.0 Credit Grade 10

Students begin their study of United States history in USI, which is the first year of a two-year course. Students in USI will focus on major topics in US history from the mid-1700s through the early 1900s. Students will explore causes of the American Revolution, the development of the US Constitution, and the expansion of the United States. Students will also investigate the geographic, economic, political, and social factors which led to the Civil War and the abolition of slavery, and study and the impact of Reconstruction. The course will close with a study of the First World War.

U.S.II (H)/U.S. History II (CP) 1.0 Credit Grade 11

Students in Modern U.S. History continue their study of United States history with an overview of World War I through the twenty-first century. Students will examine a variety of perspectives on the political, economic, and social changes within the United States throughout the 1900s and early 2000s. Students will consider key individuals, events, and themes of the time period through the use of primary and secondary sources, with an emphasis on the development of research, critical-thinking, and writing skills. Students will demonstrate their learning through essays, research papers, close-reads of primary sources, debates, and project-based assessments.

Civic Engagement and Government .5 Credit Grade 10

According to Chapter 296 of the Acts of 2018, each student in Massachusetts is required to complete a civic action project at the high school level. This course begins with an overview of local, state, and federal government structures and an exploration of what it means to be a citizen. Students will then engage with the Generation Citizen curriculum in order to move through the six stages of the civic action project. The project begins with an examination of the local community, practice with consensus building, and then moves into community based research. As a culminating activity, students will put together an action plan and present their findings at a local or statewide showcase.

Advanced Placement Psychology 1.0 Credit Grades 11-12

Following the College Board's suggested curriculum designed to parallel a college-level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice. It is recommended that students take a statistics course and a biology course before taking AP Psychology. Students who take this course are required to take the AP Exam. Students who miss the AP Exam will sit for a previous year's AP Exam as an alternative final exam.

Advanced Placement U.S History 1.0 Credit Grades 11-12.

This course follows the College Board’s suggested curriculum designed to parallel college-level U.S. History courses. The AP U.S. History course provides students with the analytical skills and factual knowledge necessary to evaluate critical problems in U.S. history. Students will learn to evaluate primary sources, contextualize historical evidence, and develop interpretations through document based analysis. The course examines the events, people, and conflicts beginning with the discovery and settlement of the New World through the present day. It is recommended that students take both Early US History & World History prior to enrolling. Students who take this course are required to take the AP Exam.

Advanced Placement African American Studies

This course is an evidence-based introduction to African American studies which reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science. It will explore the vital contributions and experiences of African Americans. Students who take this course are required to take the AP Exam.

Psychology 0.5 Credit Grades 10-12

This Psychology course introduces students to the study of individual human behavior and how different psychological concepts impact human beings on a daily basis. Course content may include (but is not limited to): an overview of the field of psychology; nature vs. nurture; ethics; basics of the human brain; topics in human growth and development; motivation and emotions; learning and conditioning; and social psychology. Students will continue to work through skills associated with social studies, including critical reading and using logical evidence to support argumentative writing, as they increase their knowledge and understanding of the field of psychology and its applications to their own lives.

Peer Leadership & Social Justice (H) 1.0 Credit Grades 11-12

This course will help you come to powerful realizations about yourself and others, while learning to better appreciate diversity and the challenges we all face as people. Furthermore, Peer Leadership will prepare you not only to identify social justice issues in our society today, but also to become an upstander—someone who is willing and able to make a difference. In order to train you as a peer leader, you will build a strong understanding of topics including (but not limited to) teambuilding, social justice in schools and the community, and teaching and pedagogy. This course is a one year commitment. Students in this course will focus heavily on social justice along with teaching and learning.

Introduction to Criminal Justice 0.5 Credit Grades 11-12

This course provides the philosophical and historical background of the agencies that makeup the criminal justice system of The United States. It focuses on the development of justice and law, crime and punishment, the administration of laws, the agencies’ functions, career orientation and public relations. By the end of the course each student should have a better understanding of the local, state, and federal criminal justice systems. The course should also educate the students on current real-life issues facing the United States in regards to prison subculture. Finally, this course should also help to improve the knowledge, critical thinking, and writing skills of each student.

Genocide and Conflict 0.5

This course will focus on historical and contemporary cases of prejudice and injustice and how society reacts to them through the use of case studies and resources from Facing History and

Ourselves. Students will be trusted to examine history in all of its complexities, including its legacies of prejudice, discrimination, resilience, and courage by learning about the Holocaust, the Rwandan Genocide, and the Cambodian Genocide. Essential questions will ask students to consider human behavior, violence, and the roots of intolerance. Some of the complex ideas students will aim to understand are: What factors lead people to become bystanders and allow injustice to occur? How can we take the lessons from the past and empower ourselves to avoid such injustices in the future? How can we take such lessons and apply them to the decisions we make every day? How do we work to resolve and reconcile after conflict? All of these themes will be explored through a series of readings, videos, guest speakers, discussions, and personal journals. Students will also be required to read and discuss the full text of *at least one* book in this course, including but not limited to *The Sunflower* by Simon Wiesenthal.

SPECIAL EDUCATION

The Special Education Department offers a wide range of courses to meet the needs of all students who are eligible for special education related services and who are identified as at-risk. These courses are provided with supports embedded in the programs described below:

1. Inclusion
2. Language-Based
3. ILC
4. Transition (Post-Graduate)

Inclusion: Inclusion classes level the playing field for students with disabilities in mainstream classrooms, particularly in ELA and Mathematics, with the provision of specialized design instruction including differentiation, accommodations, and the support of a special education teacher within the context of the core curriculum and general class activities. Students needing special education support in inclusion are scheduled in general education classes in English and Mathematics with a certified Special Education teacher.

Language-Based: Language-based classes provide highly structured small group instruction to students Grades 9-12 with language-based disabilities in ELA and Math. A certified Speech and Language Pathologist provides direct therapeutic services and provides consultation to the classroom teacher on how to present the information in a language-based manner. Language-based content courses include English (all levels), and Mathematics (all levels)

Individualized Learning Community (ILC) - The ILC is a program of substantially separate classrooms at Randolph High School for grades 9-12. The program meets the needs of students who require significant specialized instruction in academics. The program provides embedded opportunities to practice functional communication, self-help, and social-emotional skills. This program primarily serves students with a primary disability category of Intellectual Impairment or Autism who require targeted instruction tailored to their unique needs using a developmentally appropriate, multi-sensory approach.

Students in the program require substantial curriculum modifications and/or supplemental and alternative curricula and are generally working on standards at the “access skills” or “entry point” levels. Students also participate in activities of daily living (ADLs) with ongoing instruction in self-help

skills, community access, transition skills, and functional communication skills embedded into the classroom throughout the day to help students gain independence.

Students who demonstrate higher level skills are also encouraged to participate in classes outside of the program to offer the least restrictive environment. Some students may take classes in the LB program and/or Randolph High School's inclusion classes based on the individual's strengths. We do offer a track to receiving an MCAS certified high school diploma for students who can successfully pass the MCAS.

Students in the ILC Program typically remain with the program until they are 22 years old. After 12th grade, students can continue working on activities of daily living (ADLs) with ongoing instruction in self-help skills, community access, transition skills, and functional communication skills in our Transitions Program. The program also supports families with the transition from Randolph Public Schools to adult service agencies, primarily the Department of Developmental Services.

The goal of the Transition Program is to help students become as independent as possible, including securing competitive integrated employment. Students learn a variety of life skills such as being able to access public transportation, budget earnings, make purchases, behave appropriately in community and work based settings, follow directions. As they make progress, students fine-tune their work abilities, determine job preferences, and learn to work with growing independence.

Program activities take place in a variety of community settings, including work sites, the bank, public transportation and within other local businesses.

ILC Physics 1.0 Credit Grades 9-12

Pre-Algebra 1.0 Credit Grades 9

Students will build upon foundational mathematical knowledge that they have acquired in previous years in order to advance their understanding of Algebra skills. Students will focus on algebraic topics such as order of operations, inequalities, multi-step equations and distributive properties. Geometry topics such as finding the perimeter, area and circumference as well as transformations of shapes will be covered. This course will focus on collaborative learning as well as independent study. The curriculum and material is modified to meet the instructional needs of each student. This mathematics course is intended for students within the ILC program.

Conceptual Geometry 1.0 Credit Grade 10

Students will build upon foundational mathematical knowledge that they have acquired in previous years in order to advance their understanding of Geometry skills. Students will use their mathematical knowledge to solve real world problems. Students will apply mathematical concepts to determine money math, restaurant math and real life scenario word problems. Topics covered will introduce algebraic and geometry concepts such as order of operations, solving equations, circumference, perimeter and area of a variety of shapes. The curriculum and material is modified to meet the instructional needs of each student. This mathematics course is intended for students within the ILC program.

Particular Topics in Algebra II 1.0 Credit Grade 11

Consumer Math 1.0 Credit Grades 12

Students in consumer math will learn the basics about how to manage money using a variety of math skills to compute weekly/annual wages, overtime hours, figuring tips, rounding money as well as comparing gross pay to net pay. Students will create their own mock bank accounts in order to examine checking/savings accounts, taxes, investments and loans as they relate to financial planning. Students will cover how to set a personal budget in order to balance fixed costs and variable expenses as seen in daily life.

ELA Lab I 1.0 Credit Grade 9-12

ELA Lab I curriculum emphasizes the study of communication through written, verbal, and technological expression. This course emphasizes and enhances independence in reading and writing while working with the material at a deep and critical level with the goal of preparing students to advance their own communication skills as well as support the skills required of the MCAS exam in their Sophomore year.

ELA Lab II 1.0 Credit Grade 9-12

ELA Lab II curriculum continues to work on the study of communication through various expressions. They also work on the growth of a critical approach in which the reader is encouraged through class discussion and readings. Students will refine their writing skill in order to respond to various, authentic writing prompts for specific audience

ELA Lab III 1.0 Credit Grade 9-12

ELA Lab III curriculum is a study of American Literature which focuses on four modes of writing: narrative, informative, literary analysis, and argumentative, as well as theme and author approach, to answer the essential question, "How do our experiences shape the American Identity?" Students develop their writing skills by composing analytical essays, personal reflections, short written pieces and a full-length research paper. Classroom discussions, small group work, and presentations encourage students to become independent learners and thinkers and to refine their speaking and listening skills.

Foundations of ELA 1.0 Credit Grade 9-12

The Foundations of English curriculum is based on individuals skills. Students access the MA curriculum frameworks at their instructional level. Grade level standards are spiraled back to entry points as needed. There are embedded opportunities to practice functional communication, self-help, and social-emotional skills.

Self-Determination for Life 1.0 Credit Grades 9-12

Self-determination skills, such as self-advocacy and self-awareness, have the potential to increase successful secondary and postsecondary outcomes for students with disabilities. This class will prepare students to use their IEP and 504 plans to access school, post-secondary opportunities, and employment accommodations and supports. Students will learn about the Special Education Process and laws that protect them and how rights and responsibilities change into adulthood. Students will take an internal look at what they need to be successful and use effective communication skills.

Adaptive Family and Consumer Science 1.0 Credit Grades 9-12

FACS is an exploratory overview of the facets of Family and Consumer Science. Students will learn about communication and relationship skills, housing, fashion and apparel, and nutrition and foods with practical hands-on experiences. Additionally, transitional readiness skill areas will be accessed and addressed across the area(s) of employ-ability, self-advocacy, daily living and social strategies. This class will have a community based instruction component.

Career Exploration and Practices I 1.0 Credit Grades 9-12

This course focuses on the skills students need to be successful in the transition from school to work. Students will participate in both overview and individualized career exploration; learn and practice positive work attitudes, behaviors, and skills; learn about employers expectations. Students will learn how to complete various applications, a resume and cover letter as they build a transition portfolio. Specific topics covered will be tailored by student enrollment and progress. This class may include outside speakers, hands on experiences, and community based instruction.

Career Exploration and Practices II 1.0 Credit Grades 9-12

This course continues to develop skills students need to be successful in the transition from school to technical schools, college, and career from Career Explorations I. Students will participate in focused career exploration. Students will identify a career goal and action steps to meet that goal for their transition portfolio. Students will continue to improve soft skills, positive work behaviors, and maintaining employment. Specific topics covered will be tailored by student enrollment and progress. This class may include outside speakers, hands on experiences, and community based instruction.

Topics in Science and Social Studies 1.0 Credit Grades 9-12

This course is designed to target a rotating selection of topics in Science and Social Studies. The course focuses on main ideas, vocabulary, and application to real life through a modified curriculum to meet learners' needs. Unique Learning System and supplemental materials will be used.

Global Studies 1.0 Credit Grades 9-12

According to the Massachusetts State Frameworks for History and Social Science, "The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world." Students will develop literacy skills by gathering and organizing information from multiple types of media, arguing and explaining conclusions using evidence, and evaluating the credibility of sources through learning about global geography; economic, social, political, physical, and cultural geography across the globe.

VISUAL ARTS

The Visual Arts Program at Randolph High School provides learning opportunities with a focus on creativity, critical thinking, communication and collaboration - skills vital to preparing all learners for the future. Central to this creative work is developing and applying the skills to conceive and

develop new artistic ideas, interpret and share work, understand and evaluate how the arts convey meaning, and be able to relate artistic ideas and work with personal meaning and external content. The Visual Arts Department strives to build student confidence and resiliency that fundamentally transforms students into creative learners, supporting 21st century learning skills. The curriculum focuses on developing creative sensitivities and technical proficiency, literacy in a variety of mediums and expressions, with multiple opportunities to develop a lifelong relationship with the arts. The department supports collaborative cross-curricular opportunities and encourages students to communicate and advocate through the Fine Arts, seeing this as an important life skill that extends into and complements all other disciplines. The Visual Arts Department utilizes the Massachusetts Frameworks for Visual Arts as well as the National Core Arts Standards to develop our curriculum.

Introduction to Art (CP) 0.5 Credit Grades 9-12

Introduction to Art focuses on developing basic drawing skills to represent what you see, applying values, mixing and using color, depicting space, experimenting with materials, and learning about styles that may influence artists. Note: This is a half-year elective and does not fulfill the prerequisite to take Advanced Art II. If the student is interested, they may continue on to the full year elective, Art I, the following year.

Art I (CP) 1.0 Credit Grades 9-12

Art I is a full- year elective course. The first half of Art I is an intense drawing program designed to inform students on basic drawing skills while learning about a variety of materials, tools and techniques. Students will learn to see as the artist does. This is done with exercises that develop drawing and designing skills. The second half of this course enables the student to apply these skills to other materials such as paint, mixed media, printmaking and some sculpture. Students are expected to develop skills in problem solving, creative thinking, and self-expression. Some level of comfort with drawing and a willingness to work is a must!

Commercial Art (CP) 0.5 Credit Grades 9-11

This course focuses specifically on the commercial aspects of art and potential careers in the arts. Some examples include: graphic design, illustration, fashion, industrial design, interior design, fine arts, photography, and architecture. A range of materials will be utilized based on the specific study. NOTE: This is a studio art class; work will be completed in the art room using art materials and computers. Previous art experience is not required but would be extremely helpful, as well as an interest in how art presents itself in your everyday life.

Mixed Media (CP) 0.5 Credit Grades 10-12

This course will introduce the student to a variety of mixed media techniques. Students will explore the use of both traditional and non-traditional materials to create works of art. There will be a strong emphasis on personal expression and creative use of materials. NOTE: This is a studio art class; work will be completed in the art room. Previous art experience is not required but would be extremely helpful.

Painting Workshop (CP) 0.5 Credit Grades 10-12

Paint is a unique medium for personal expression and visual style. Painting Workshop will expose the student/artist to traditional approaches, tools, surfaces and various styles artists have employed utilizing paint. This basic understanding of paint and painting will open the possibilities of personal expression and use of color. Materials include: watercolors, tempera, gouache and acrylics. An interest in using paint as a medium and some comfort with drawing is advised. NOTE: This is a studio art class; work will be completed in the art room. Previous art experience is not required but would be extremely helpful.

Advanced Painting Workshop (H) 0.5 Credit Grades 10-12

This course requires a prerequisite and teacher recommendation: Successful completion of Painting Workshop accompanied with teacher recommendation. Advanced Painting is a continued study of visual expression and personal style using paint. Students are expected to build upon their knowledge of color theory, techniques, mediums, style and art history acquired from Painting Workshop in order to work towards developing a portfolio of their own works that highlights their individual expression. This half year elective is an intense, student self-directed course in which students develop a style of individual expression with a strong emphasis on problem solving, creative solutions and independent work. Students will be expected to maintain a working portfolio for evaluation.

3D Studio Style Sculpture (CP) 0.5 Credit Grades 10-12

This class will explore basic design principles related to beauty and structure through the creation of freestanding and relief sculptures. Additive and subtractive techniques will be explored as you work to develop skills using a variety of materials such as cardboard, wire, plaster, paper, oven-bake clay, papier mache, wood, and found objects. There is a strong emphasis on problem solving, creative solutions, and independent work. Sculpture is a very hands-on class and requires your active participation.

Printmaking (CP) 0.5 Credit Grades 10-12

Printmaking is a unique form of personal expression that focuses on utilizing basic drawing and entry level art skills while learning about a variety of materials, tools and techniques used to create varying types of prints. Printmaking will focus on both additive and subtractive techniques, as well as explore various forms of printmaking such as Monotype prints, Collagraphs, Woodcut, Linocut, Intaglio, and Silk Screen Printing. This half year elective studio art course includes demonstrations, in-class exercises, images and assignments. Students will explore the use of both traditional and non-traditional materials to create works of art. There is a strong emphasis on safety, problem solving, creative solutions and independent work. This is a studio art class; work will be completed in the art room. Previous art experience is not required but would be extremely helpful.

Advanced Sculpture (H) 0.5 Credit Grades 11-12

Prerequisite: Successful completion of 3D Studio Style Sculpture with teacher recommendation. (Only available one semester a year)

Advanced Sculpture is a continued study of design principles as they relate to sculpture, types of sculpture, and sculpture materials. Students are expected to build upon their knowledge from 3D Studio Style Sculpture and work towards developing a style of individual expression. There is a strong emphasis on safety, problem solving, creative solutions and independent work

Advanced Art II (CP) 1.0 Credit Grades 10-12

Prerequisite: Successful completion of Art I and teacher recommendation

Advanced Art III (H) 1.0 Credit Grades 11-12

Prerequisite: Successful completion of Advanced Art II and teacher recommendation

Art IV/Senior Portfolio (H) 1.0 Credit Grade 12

Prerequisite: Successful completion of Art III and/or teacher recommendation

The Advanced Art courses are designed for students who wish to develop artistic proficiency and the student considering college level study in art. These full year electives are intense, student-directed classes. Students will be given the opportunity to develop a style of individual expression and ease with the use of art elements, concepts, materials and techniques. There is a strong emphasis on problem solving, idea development, creative solutions and independent work. Increased independence is expected at each level.

Advanced Placement Art and Design 1.0 Credit Grades 11-12

The AP Art and Design course is a full year elective designed for students who wish to develop artistic proficiency, build practical experience and challenge themselves with an opportunity to earn college credit. The work is meant to be more intense, more self-directed, and allow students to study and explore many different aspects of art (aesthetics, criticism, history, production). Students will be given the opportunity and encouragement to develop a style of individual expression and become more at ease with the use of art elements, design principles and concepts in developing creative solutions to assignments. This course has a demanding workload. Use of time outside of class to complete all of the assignments may be necessary. Prerequisite: successful completion of at least Art 1, or a combination of electives, and teacher recommendation. We currently offer the 2D Design Portfolio option and the Drawing Portfolio option C.

WELLNESS/PHYSICAL EDUCATION

Physical wellness and fitness are critical components to a student's overall health. RHS strongly believes that physical fitness and health contribute positively to a student's academic achievements, allowing our students to be strong in body and mind. Students must take one semester of PE every year and earn 2 credits total towards graduation. Freshmen must take Wellness 9 and sophomores must take Wellness 10. Juniors and seniors have a variety of course options to fulfill their PE requirements, and students at all grade levels may take PE courses multiple times as desired. Transfer students do not need to make up any PE credit for years they were not enrolled at RHS, and waivers for the PE requirement are available for special circumstances.

Waiver for Wellness/PE

Students may be able to obtain a waiver for taking PE based on the following circumstances and must be approved by administration:

- Students with double-block classes that represent significant scheduling issues. These include Multilingual Learner (ML) classes and AP Math & Science classes.
- Juniors or seniors participating in JV or Varsity sports – must be signed by the Athletic Director.
- Any student with specific reasons and/or concerns about taking wellness should contact their guidance counselor.

Wellness 9/Health (CP) 0.5 Credit Grade 9

Wellness 9 is a required course for freshmen. This course combines the study of health-related topics with the opportunity to participate in a variety of sports and recreational activities. Some of the health-related topics covered include alcohol and drug abuse, smoking, nutrition, stress management, and violence prevention. One semester of Wellness 9 with a passing grade is required for graduation.

Wellness 10/Health (CP) 0.5 Credit Grade 10

Wellness 10 is a required course for all grade 10 students. This course will provide students with a combination of health and physical education activities built upon the foundation introduced in Wellness 9. In this course, students will analyze their personal values and external influences that lead to their decisions about their health practices. Students will take an in-depth look at nutritional choices that can improve their health, sleep, school performance, and self-confidence. In addition,

students will analyze why vaping has reached epidemic proportions among young people, and what the short and long-term impacts of this phenomenon may be. Highlights of the grade 10 course include the American Heart Association First Aid and CPR course and a wide variety of fitness and lifetime physical activities. One semester of Wellness 10 with a passing grade is required for graduation.

Team Sports (CP) 0.5 Credit Grades 11-12

Team Sports I is a balance of activities that include but are not limited to team sports such as: soccer, ultimate Frisbee, football, volleyball, and basketball. The program encourages sportsmanship and teamwork, and offers students a more traditional competitive athletic experience.

Personal Training (CP) 0.5 Credit Grades 11-12

Students will learn concepts of physical fitness, strength training techniques and weight training vocabulary. Students will also design personalized workout plans based on individual goals and instructor guidance to be performed each class. These specific goals will be tested throughout the semester. Nutrition consultation will also be provided and a program designed for specific sport training will also be available.

WORLD LANGUAGE

The RHS World Language program's goal is to help students develop the cognitive skills necessary for language acquisition. The WL program currently offers two languages, French and Spanish, so that students can achieve proficiency in at least one language other than English, and start realizing the benefits that multilingualism has to offer. Following the standards set by the American Council on the Teaching of Foreign Languages (ACTFL), the WL program places primary emphasis on real communication. ACTFL organizes the Communication standard into three modes: Interpersonal, Interpretive and Presentational. The WL program aims to prepare students to:

- Become effective communicators using the language to engage in meaningful conversations (interpersonal), to understand and interpret spoken language and written text (interpretive), and to present information, concepts, and ideas (presentational).
- Collaborate using their native and acquired languages to learn from and work cooperatively across communities and cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.
- Frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives. Ultimately, students realize that people around the world have multiple ways of viewing and experiencing life.
- Create and innovate to respond to new and diverse perspectives with respect and appreciation. Students use language in imaginative and original ways to make useful contributions, be agents of change, and pursue social justice at the local, national, and international levels.

French I (H)/French I (CP) 1.0 Credit Grades 9-II

This introductory French course provides students with little or no knowledge of French with useful language skills in listening, speaking, reading and writing. Oral conversation is emphasized as students work in pairs/groups to use the target language. Course participants work weekly in the language lab in order to practice listening, speaking, and reading. Writing skills are developed

through a systematic use of short paragraph writings and projects. The geography and culture of French-speaking countries are embedded in the text and video program. The students learn the basic building blocks of the language at a moderate pace. Students learn, and practice language related to daily themes of family, friends, school, and community. The success in this course is vital to future French language achievement. Students' proficiency will be measured through active participation, including but not limited to quizzes, tests, and homework.

French II (H)/French II (CP) 1.0 Credit Grades 10-12

Prerequisite: Final grade of 74% or higher in French I (CP)

French II is designed for students who have completed the French I course, and the goal is for the students to attain the level of intermediate speakers of the language. The four basic skills of language study, listening, speaking, reading and writing will continue to receive attention while emphasis will continue on listening and speaking in order to solidify our goal of making our learning the language functional through oral usage. The class is taught at a moderate pace. To establish the desired communication between the teacher and the students, we shall review French I during the first few weeks of the first term. We shall conduct the class primarily in French. Active classroom participation, quizzes, tests, and homework will be used to measure students' proficiency. Overall, this course will meet the national standards as set by ACTFL (American Council on the Teaching of Foreign Languages) and follow the state guidelines.

French III (H)/French III (CP) 1.0 Credit Grades 11-12

Throughout this course, students will continue to develop all skills they have learned in French I & II such as listening, writing, reading, and speaking. With emphasis to continue to be made on the four basic language skills for fluency and functionality, students will learn, compare and contrast popular aspects of the target language. To establish the desired communication between the teacher and the students, we will review French II and focus on tier 2 and 3 vocabularies while developing connection with the literature and culture of the target language. The course will be conducted primarily in French. This course is taught at a moderate pace. Active classroom participation, quizzes, tests and homework projects etc., will be used to measure students' proficiency. Overall, this course will meet the national standards as set by the American Council on The Teaching of Foreign Languages and follow the state guidelines. We will therefore accentuate communication, comparison, connection, culture and communities in order to provide a well-grounded knowledge of the target language to our students.

French IV (H)/French IV (CP) 1.0 Credit Grade 12

French IV course provides a review of important concepts of French III and helps students strengthen their skill and proficiency levels in communication. Students are able to initiate and engage in conversation on a wide variety of topics and comprehend longer and more sophisticated readings about the contemporary French-speaking world. They will develop an appreciation of cultural customs through film, music, poetry, and legends. They will use advanced grammatical structures in both verbal and written communication.

Spanish I (H)/Spanish I (CP) 1.0 Credit Grades 9-11

This introductory course provides beginning Spanish students with immediate useful language skills. With completion of this course, students will be able to greet and introduce people, describe themselves and others, and talk about their classes. Students will also be able to describe their families, their home, and order food in a restaurant. Cooperative learning is emphasized as students listen, speak, read and write in the target language. The students will learn basic skills of the language that are vital to success in future Spanish courses. Along with these skills, students will compare and contrast Hispanic cultures and traditions with their own culture.

Spanish II (H)/Spanish II (CP) 1.0 Credit Grades 10-12

The second-year Spanish course begins with a review of the concepts learned in Spanish I and continues to build students' knowledge of the Spanish language. Throughout this course, students will be able to talk about their friends and family, discuss what people do for a living, and describe daily activities. Students will also be able to describe where different people live. They will talk about the outcome of different *events*, discuss what people do for a living, and describe daily activities. Cooperative learning is emphasized as students listen, speak, read and write in the target language. Building upon the basic skills of the language, students will learn how to talk about the past and things that are current. Knowledge of these skills is vital to success in future Spanish courses. Along with these skills, students will compare and contrast Hispanic cultures and traditions with their own culture.

Spanish III (H)/Spanish III (CP) 1.0 Credit Grades 11-12

Spanish III provides a review of Spanish II concepts and helps students to build student skills and proficiency levels, picking up in the blue book where they left off in the previous year. Spanish III students will not only study geography, history, and culture of Spanish-speaking nations, but will also continue to master the four language skills: speaking, listening, reading, and writing. Students will be able to express ideas and events in the present, past, and future tenses, and will finish the year able to use a new speaking mode unique to the romance languages (Spanish, French, Italian, etc.). They will write advanced sentences and brief compositions, as well as present information and projects orally, either on their own or in groups as a skit. They will also read complex passages and articles and listen to authentic music from the Spanish speaking world. Within the course, students will discuss topics such as childhood, food shopping, the world around them, and vacations/travel. It is the department's intention that this course will pique student interest in the language and Spanish-speaking world, and students will gain more confidence in communicating in Spanish as they listen, read, speak, and write the language.

Spanish IV (H)/Spanish IV (CP) 1.0 Credit Grade 12

The Spanish IV course provides a review of important concepts of Spanish III and helps students strengthen their skill and proficiency levels in communication. Students are able to initiate and engage in conversation on a variety of topics and comprehend longer and more sophisticated readings about the contemporary Spanish-speaking world. They will develop an appreciation of cultural customs through film, music, poetry, and legends. Within the course, students will discuss topics such as vacations, friendship, inventions, family, art and music. Students will learn about the master Spanish writer Miguel de Cervantes de Saavedra, and the masters of art: Diego Velazquez, Pablo Picasso, and El Greco!

SEAL OF BILITERACY

The State Seal of Biliteracy provides a means to recognize high school graduates who attain high functional and academic levels of proficiency in English and another language, meaning that those students can function in those languages in authentic, real-life situations. The Seal of Biliteracy was signed into law on November 22, 2017, by Governor Baker as part of "An Act Relative to Language Opportunity for Our Kids," [Chapter 138 of the Acts of 2017](#), commonly referred to as the LOOK Act. The regulations describe that the purposes of the State Seal of Biliteracy are to:

- Encourage students to study and master languages;
- Certify attainment of biliteracy skills;
- Recognize the value of language diversity;
- Provide employers with a method of identifying people with language and biliteracy skills;

- Provide universities with a method to recognize and give credit to applicants for the attainment of high-level skills in languages;
- Prepare students with skills that will benefit them in the labor market and the global society; and
- Strengthen intergroup communication and honor the multiple cultures and languages in a community.[1]”