

# Program of Studies SY19-20

## Summary of Changes - Proposed April 2019

### General Revisions

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School year has been updated throughout to reflect SY19-20, Welcome letter updated as well

All pagination, formatting, and numbering will be updated prior to final approval and publication.

### Course Revisions and Changes

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#### Middle School

*6200 SOCIAL STUDIES 6 - WORLD GEOGRAPHY* will be changed to *WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS I*

In this course, students will build on the skills learned in previous years while studying prehistoric man as well as selected early civilizations from the Middle East, Africa, and the Americas. We will learn about both physical and political geography using five major concepts: location, place, human interaction with the environment, movement, and region. Also, students will practice several important skills necessary for critical thinking such as reading and writing, small and large group discussion, and presentation.

*7200 SOCIAL STUDIES 7 - ANCIENT CIVILIZATIONS* will be changed to *WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS II*

Students will be building on geography and ancient civilization information they started in 6th grade. In Ancient Civilizations the new information will focus on Ancient China, Japan, and Korea in Asia and Greece and Rome in Europe. In geography the students will continue to learn about physical and political geography as well as the five major concepts: location, place, human interaction with the environment, movement, and region. The school year will end with the study of Greece and Rome to help the students understand the origins of ideas in the United States government and facilitate the move into Civics in the following year.

*8200 SOCIAL STUDIES 8 - WORLD HISTORY I* will be changed to *CIVICS & GOVERNMENT*

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. Course topics encourage an active exploration of a range of issues in our local and national community and focus on the development of essential citizenship skills such as critical reading, debate, discussion, collaboration, writing and decision-making. These skills will prepare students to have the knowledge and skills they need to succeed in our democratic society and multinational world. In addition, students will participate in a civics action project in which they will demonstrate good citizenship and personal responsibility.

Titles and course descriptions revised, to be in alignment with changes in the standards at the state level.

*BAND and CHORUS* course descriptions were fine tuned to more eloquently describe the class and the learning objectives for the course. *\*see detail in high school section*

Remove **READING - GRADE 6**

Addition of 3 courses for middle school grade 6:

**6650 ENRICHMENT - GRADE 6**

This course is designed to include cross curricular project based learning opportunities for the expansion of knowledge in a various subject areas. They will complete a variety of hands-on, project-based learning activities through collaboration and discussion. They will learn to present ideas logically, support their opinions, and listen actively.

**6630 INTERVENTION ELA - GRADE 6**

This comprehensive, research-based course is designed to supplement and accelerate students attainment of grade level reading and writing proficiency through a structured, multi-sensory approach. Lessons take a scaffolded approach, with systematic instruction and practice of essential reading and writing skills. The course is recommended for students in ELA who need additional instruction to be successful with grade level standards.

**6640 INTERVENTION MATH - GRADE 6**

This course is designed to help strengthen number sense, computation, geometry, and word problems and to integrate proven research-based strategies that are effective in increasing achievement for students. . Students will use hands-on exploration, visual clarification, and written expression with symbols. Students will often work in pairs, small groups, and practice math skills using computer programs. The course is recommended for students who need additional instruction to be successful with grade level standards.

Move Digital Literacy 8 to grade 6 and replace with

**8640 CAREER EXPLORATION - GRADE 8**

This course is offered as an elective for the purpose of teaching students the skills and habits to discover their interests, talents, and explore possible career paths. Topics of study include: connecting middle school activities to future goals, discovering your unique learning style, learning high school expectations, realizing the possibilities of future goals and identifying resources to assist you on your high school journey.

Add **8620 STEM 8** to expand the middle school elective for the application of science and math skills.

Update the description for **6605 Study Skills 6, 7900 Study Skills 7, and 8916 Study Skills 8**  
To:

**Prerequisite:** Documented area of a deficit in executive functioning skills and/or specific learning disability within an Individualized Education Program (IEP).

Students will be provided small group instruction to learn effective skills and strategies to aid in executive functioning tasks. Topics include personal goals, organization, time management, study methods, note-taking, active reading strategies, test-taking strategies, listening and presenting skills, and critical thinking skills.

**Middle School Learning Center Program** description, last sentence revised from:

Students will develop academic, communication, and social skills and will be provided with opportunities to participate in some general education classes such as Art, Physical Education and Science.

To:

Students will develop academic, communication, and social skills and will be provided with opportunities to participate in some general education inclusion classes as well as electives such as Art, Physical Education and Music.

This will allow more inclusive approach and accurately describe our practices.

### Middle School Electives

Grade 6			
PE 6	Health 6	Art 6	Computer Science 6
Intervention ELA 6	Intervention Math 6	Enrichment 6	
Digital Literacy 6	STEM 6		
Band 6	Chorus 6		
Grade 7			
PE 7	Health 7	Art 7	Computer Science 7
Young Adult Lit 7	Creative Writing 7	Digital Literacy 7	Ceramics 7
Band 7	Chorus 7		
Grade 8			
PE 8	Health 8	Art 8	Computer Science 8
STEM 8	Career Exploration 8	Intro to Video Production	World Cultures 8
Band 8	Chorus 8		
Spanish 8			

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## High School

### Business & Computer Technology Department Revisions

Add a new course

#### **0665 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

**Grades: 11– 12**

**5 Credits**

**Prerequisite:** Successful completion of Summer Work

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

### English Department Revisions

#### **English 9 description**

- Correct Weisel to Wiesel
- Italicize the titles instead of underlining
- Replace *The Lord of the Flies* with Sophocles' *Oedipus the King*
- Add in Sue Monk Kidd's *The Secret Life of Bees*

#### **English 10 description**

Replaced old description,

This course is designed to work from and further develop those skills gained in ninth grade. Focusing on a variety of works of literature, students explore how characters develop through relationships and conflicts. Among the core works that may be covered during this full year course are Sophocles' Antigone, William Shakespeare's Julius Caesar, and Harper Lee's To Kill a Mockingbird. Students read, analyze, and write poetry. Students write creative and analytical essays for each major genre studied, integrating evidence and quotations from texts into their writing. As part of the writing process, students utilize peer editing to extend their essays in both length and detail. Students maintain a reflective writing portfolio to monitor growth as writers and thinkers. Students continue to work on building vocabulary, using technology for research, learning and reviewing grammar fundamentals, public speaking, and understanding literary elements and genres. Test taking strategies are cultivated to prepare for the English Language Arts MCAS exam given in the spring of sophomore year.

Students who elect to study at the Honors level should expect a highly rigorous workload including more independent reading, more substantial homework and closer scrutiny of writing pieces. Honors level students should be comfortable moving from concrete to abstract thinking

both in literature and their own writing.

With new description,

This course is designed to work from and further develop those skills gained in ninth grade. Focusing on a variety of works of literature, students explore how characters develop through relationships and conflicts. Among the core works that may be covered during this full year course are Sophocles' *Antigone*, William Shakespeare's *Julius Caesar*, and Harper Lee's *To Kill a Mockingbird*. Students write creative and analytical essays for each major genre studied, integrating evidence and quotations from texts into their writing. As part of the writing process, students utilize peer editing to extend their essays in both length and detail. Students continue to work on building vocabulary, using technology for research, learning and reviewing grammar fundamentals, public speaking, and understanding literary elements and genres. Test taking strategies are cultivated to prepare for the English Language Arts MCAS exam given in the spring of sophomore year.

Students who study at the Honors level should expect a highly rigorous workload including more independent reading, more long term writing assignments, and closer scrutiny of writing pieces. Honors level students should be comfortable moving from concrete to abstract thinking both in literature and their own writing.

### **ENGLISH GRADE 11**

- Remove Nathaniel Hawthorne's *The Scarlet Letter*
- *Add* The final unit of the junior curriculum is the Pre-Capstone unit, which is the precursor to their Senior Capstone.

This full year American Literature course is a survey of major American writers from colonial times to the modern day. Core works covered include: Nathaniel Hawthorne's *The Scarlet Letter*, Arthur Miller's *The Crucible*, F. Scott Fitzgerald's *The Great Gatsby*, J.D. Salinger's *Catcher in the Rye* and Ernest Hemingway's *The Sun Also Rises*. These works are richly supplemented by various short stories, poems and essays as teachers emphasize close reading of texts, use of evidence and detail in writing and research. Students explore the essential questions: "What does it mean to be American?" and "How does the American Dream change over particular literary and historical periods?" Students write critical and creative papers related to each work studied, broaden their vocabulary to prepare for the PSAT and SAT exams, and learn more sophisticated sentence structure while working on correct usage and mechanics. The final unit of the junior curriculum is the Pre-Capstone unit, which is the precursor to their Senior Capstone.

Students who elect to study at the Honors level should expect a highly rigorous workload including more independent reading, more substantial homework and closer scrutiny of writing pieces. Honors level students should be comfortable moving from concrete to abstract thinking both in literature and their own writing.

### **English 12 description**

Replace old description,

This full year course focuses on British literature. Students will gain a sense of the similarities that have driven human beings throughout time, as well as the particular culture and artistic approaches that have emerged from specific times and places. Analytical papers, personal essays, and presentations will give students the opportunity to develop their voices as writers. Students will read a variety of works that include non-fiction, poetry, fiction and drama such as *Beowulf*, Geoffrey Chaucer's *The Canterbury Tales*, and William Shakespeare's *Macbeth*. All courses will include regular writing assignments and a variety of reading experiences. Students will also focus time on the composition of the college essay and review the final administration of the SAT.

With new description,

This full year course focuses on British literature and American Literature – the Memoir. Students will gain a sense of the similarities that have driven human beings throughout time, as well as the particular culture and artistic approaches that have emerged from specific times and places. Focusing on classic works from the Western Tradition, the course will also investigate contemporary literature. Analytical papers, personal essays, and presentations will give students the opportunity to develop their voices as writers. Students will read a variety of works that include fiction, poetry, and drama such as *Beowulf*, Geoffrey Chaucer's *The Canterbury Tales*, and William Shakespeare's *Macbeth* throughout the British Literature Semester. During the American Literature Semester, students will focus on the Memoir. Students will read the memoirs: *All Souls* by Michael Patrick MacDonald, Tim O'Brien's *The Things They Carried* and with time permitting students will also write their own mini memoir focusing on their school career.

All courses will include regular writing assignments and a variety of reading experiences. Students will also be required to read independently both in and out of the classroom. Independent reading assignments will be a genre of choice by the student.

Students who elect to study at the Honors level should expect a highly rigorous workload including more independent reading, more substantial homework and closer scrutiny of writing pieces. Honors level students should be comfortable moving from concrete to abstract thinking both in literature and their own writing.

## **ENGLISH GRADE 12**

### **0132 Advanced Placement (AP) English Literature and Composition**

- *Italicize the titles instead of underlining*

### **Replace Capstone description**

All Seniors will be required to take the Capstone course in addition to their senior English Language Arts course. The Capstone Project component of this course is a graduation requirement and necessitates that students choose a topic/field of study; develop an essential question to guide inquiry; elect a community mentor within the field; complete fieldwork; produce a thesis-driven research paper; submit and maintain a reflective portfolio; and deliver a final oral presentation summarizing his or her experience. Students will be guided through the process of researching, implementing, writing and presenting their project to a panel of

faculty and administrators leading students to be able to independently demonstrate the application of the skills they have acquired throughout their high school academic career. Time management, organization, use of technology and communication skills are needed to successfully meet the minimum requirement. Students must earn a minimum grade of 65% on both the Capstone Project *and* the overall Capstone course to successfully meet the project requirement *and* to earn course credit. In addition to the capstone portion of the course, students will also receive an introduction to various communication and life skills necessary for students to succeed and thrive upon entering college or the workforce. Topics of study include public speaking, interviewing skills, resume' and letter writing, career choices, financial literacy, and job shadowing.

With new description:

The Senior Capstone Project is a Holbrook Middle-High School graduation requirement, which is accomplished during senior year within the Senior Capstone Class. Through participating in the Senior Capstone Project, students will independently demonstrate an application of the skills they have acquired throughout their high school academic careers to a project which will extend their learning, stretch their potential, and challenge their abilities! The Capstone Project will consist of 5 major components: a research project, fieldwork, paper/event/product, portfolio and presentation. Students have the option of choosing between writing a research paper, creating or building a product, or coordinating and putting on an event. Students must earn a grade of 65% in order to successfully meet the minimum passing requirement.

### **0155 Film Studies - College Prep**

Deleted directors: D.W. Griffith, Fritz Lang, Jean Luc Goddard, Luc Bresson, Michelangelo Antonioni

Add directors: John Ford, David Lean, Clint Eastwood, Steven Spielberg, Christopher Nolan

Delete 0136 Global Literature - College Prep

Delete Journalism 0156 Honors 0163 College Prep

## **FINE ARTS DEPARTMENT REVISIONS**

Replace **0851 BAND** Course description:

*Band is a course that is open to all students with no audition requirements. Lessons will focus on the development of instrument technique, tone production, basic music theory, reading of music, and the blending of individual sounds collaboratively to perform various musical selections. Attendance at all performances is a requirement of this course.*

*With new course description:*

Band is a course that is open to all students with no audition requirements. Students will focus on the development of technique on their instrument, music literacy, expressive tone production, developing ensemble skills, and working together to rehearse and perform challenging music. Students will also explore ways to be creative on their instruments through improvisation, group composition, and interpretation of composers' musical intent. Attendance at all performances is a requirement of this course.

Replace **0853 CHORUS** course description:

Chorus is a course that is open to all students with no audition requirements. Students will explore musical styles and historical periods by singing with expression, singing with technical accuracy, and performing music in four or more parts. They will demonstrate the ability to read a vocal score and develop audience skills relating to listening and responding appropriately in classroom, rehearsal, and performance settings. Attention will be given to developing proper tone, breath control, vocal range and self-confidence. Attendance at all performances is a requirement of this course.

*With new course description:*

Chorus is a course that is open to all students with no audition requirements. Students will focus on the development of vocal technique, music literacy, sight singing, expressive tone production, developing ensemble skills, and working together to rehearse and perform challenging music. Students will also explore ways to be creative as singers through improvisation and interpretation of composers' musical intent. Attendance at all performances is a requirement of this course.

Add a new elective:

**0870 MUSIC EXPLORATION**

**Grades 9-12**

**2.5 Credits**

In this course, students will explore all aspects of music-making including listening, performing, and creating new music. Topics will include learning to play various instruments including bucket drums and ukulele, listening to music from cultures around the world, studying the elements of music, and composing original music using instruments and music technology. This course is open to all students interested in learning more about music and **no previous musical experience is required.**

**HISTORY & SOCIAL SCIENCE DEPARTMENT REVISIONS**

Replace old chart:

<b>Grade Level</b>	<b>Course Offerings</b>
Grade 6	World Geography
Grade 7	Ancient Civilizations
Grade 8	World History I
Grade 9	World History II
Grade 10	United States History I
Grade 11	US History II AP US History Electives
Grade 12	AP US History Electives



Grades 11 and 12	History & Social Science Electives: <ul style="list-style-type: none"> <li>• Criminal Justice</li> <li>• Global Issues</li> <li>• Psychology</li> </ul>
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with corrected offerings aligned to the new state frameworks:

Grade Level	Course Offerings
Grade 6	World Geography and Ancient Civilizations I
Grade 7	World Geography and Ancient Civilizations II
Grade 8	Civics & Government
Grade 9	World History II
Grade 10	United States History I
Grade 11	US History II AP US History AP Government Electives
Grade 12	AP US History AP Government Electives
Grades 11 and 12	History & Social Science Electives: <ul style="list-style-type: none"> <li>• Criminal Justice</li> <li>• Global Issues</li> <li>• Psychology</li> </ul>

Replace last 2 sentences of the **WORLD HISTORY II** description:

In addition, the students will explain the causes and consequences of WWI, the Great Depression, WWII, the Cold War, the 20th century revolutions in Russia and China, the rise of modern Japan; Communism, Fascism, and nationalism in Africa, Asia, Europe, and South America, and the continuing persistence of political, ethnic and religious strife in Asia, Africa and the Middle East. All students in World History II H will complete two major projects, one dealing with European imperialism and one investigating propaganda and totalitarianism, through a discussion of the novel Animal Farm.

With:

In addition, the students will explain the causes and consequences of WWI, the worldwide Great Depression, WWII, the Cold War, the 20th century revolutions in Russia and China, the rise of modern Japan; Communism, Fascism, and nationalism in Africa, Asia, Europe, and South America, and postcolonial political, ethnic and religious strife.

Replace **UNITED STATES HISTORY I** course description:

This course will examine the significance of major periods of early United States history. Students will study the causes and consequences of the American Revolution; the basic framework of democracy; and the concepts and beliefs that shaped our government. The

course will also focus on America's westward expansion, the foundation of political parties, economic and social change, sectional conflict, the Civil War and Reconstruction.

With:

This course will examine the significance of major periods of early United States history. Students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. There will be a focus on reading and analyzing primary source materials, and answering document-based questions.

Replace **UNITED STATES HISTORY II** course description:

The course will begin with the study of the Post-Reconstruction period such as the industrialization that transformed the nation into an urban, industrial society. Students will also analyze the emergence of modern industry, America's growing role in diplomatic relations, the goals and accomplishments of various reform groups through the New Deal, and America's entry into World War II. Finally, students will analyze the consequences of World War II on American life, the causes and course of the Cold War, important economic and political changes during the Cold War, and recent events and trends that have shaped modern-day America. There will be a focus on reading and analyzing primary source materials, and answering document-based questions.

With:

Students continue their study of United States history of the 20th and 21st centuries. They learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. There will be a focus on reading and analyzing primary source materials, and answering document-based questions.

Remove:

**0257 HOLOCAUST, GENOCIDE & HUMAN RIGHTS - COLLEGE PREP**

**Grades 9-12**

**2.5 Credits/Semester**

The 20<sup>th</sup> century saw multiple governments wage war on vulnerable minority groups within their borders. In this course, we will study examples of major genocides from the past hundred years; such as the Holocaust, Yugoslavia, and Rwanda. Through these studies we will ask how groups of people become marginalized, how people become perpetrators, bystanders or resisters, and how societies try to reform after a genocide has concluded.

## **MATHEMATICS DEPARTMENT REVISIONS**

Change the grade 12 course choices in the graphic (p. 38) to reflect the new Statistics & Probability course

Replace course **0332 ADVANCED MATHEMATICAL DECISION MAKING AND MODELING**

With the new course

## **0329 STATISTICS AND PROBABILITY**

**College Prep**

**5 Credits**

**Prerequisites:** *Successful completion of Algebra II*

This course is designed as a fourth year mathematics course offered as an alternative to Pre Calculus. It provides students with an introduction to important topics in statistics by focusing on the statistical thinking behind data collection and analysis. It helps students be more discerning consumers of statistics, teaching them to interpret the numbers in surveys, election polls, and medical studies. Topics include sampling, surveys, experimental design, organizing data, distributions, probability, and inference. This course will provide students with the tools for describing variability in data and for making informed decisions that take this variability into account.

### **WORLD LANGUAGE DEPARTMENT REVISIONS**

Remove the line "All sequential courses must be taken at Holbrook Middle High School." from the department description.

Remove for memorization from the Spanish I and Spanish II course descriptions.

Add "Cultural, historical, and traditional aspects of Spanish-speaking countries will be further highlighted." to the Spanish II course description.

Spanish III, remove Honors from the prerequisite, as successful completion of Spanish II CP or Honors allows for movement to Spanish III at the appropriate level.

Add **0530 SPANISH IV** - *Honors* course in addition to the already existing College Prep option.

### **WELLNESS DEPARTMENT REVISIONS**

Revise last sentence of the **0712 HEALTH & WELLNESS** course description by adding unhealthy, bullying and online safety, and sexual education:

Topics of exploration include, but are not limited to: nutrition, physical fitness, healthy/unhealthy relationships and reporting, bullying and online safety, sexual education, stress, weight management.

### **SPECIAL EDUCATION DEPARTMENT REVISIONS**

Revise course and description for 0904 Academic Support and Skills Center will be revised from:

#### **0904 ACADEMIC SUPPORT AND SKILLS CENTER**

**Prerequisite:** Documented area of need within an Individualized Education Program (IEP)

Students are provided with small group instruction which address learning needs and IEP goals and objectives. This course is designed for students who need study, review, test-taking and assistance with homework and classwork in order to be successful in their high school classes. Students will review concepts being taught in core academic subjects while learning skills that will enable them to be successful in a post-secondary environment. They will practice the strategies they have learned under

the supervision of a special education teacher to be able to apply those skills to other academic classes.

Topics include effectively taking notes, studying for tests, organizing materials, managing time, completing long-term assignments and projects, researching career and college options, resume writing and completing job applications.

To:

**0904 STUDY SKILLS**

**Prerequisite:** Documented area of a deficit in executive functioning skills and/or specific learning disability within an Individualized Education Program (IEP).

Students will be provided small group instruction to learn effective skills and strategies to aid in executive functioning tasks. Topics include personal goals, organization, time management, study methods, note-taking, active reading strategies, test-taking strategies, listening and presenting skills, critical thinking skills and career exploration.

Remove 'language based' from the description of the **HIGH SCHOOL LEARNING CENTER PROGRAM**

Change the last sentence in the description from:

Students will develop academic, communication, and social skills and will be provided with opportunities to participate in some general education classes such as Art, Physical Education and Science.

To:

Students will develop academic, communication, and social skills and will be provided with opportunities to participate in some general education inclusion classes as well as Art, Physical Education and Music.

This will allow more inclusive approach and accurately describe our practices.