Greetings Students and Families:

We are proud to present the 2025-2026 Program of Studies for Holbrook Middle-High School, a course of studies designed to prepare our students for college and career readiness in today's ever-changing world. Each year we offer courses that assist our students attain proficiency in 21st century skills.

As we start the next school year, we challenge students to remain *persistent* in their pursuit of an education, to approach coursework and extracurricular activities with a positive, can-do *attitude*, and to *leave their mark* as they progress through Holbrook Middle-High School and beyond.

Sincerely,

Jennifer Bates
Principal

Accredited by the New England Association of Schools & Colleges

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CHAPTER 622 – TITLE IX – SECTION 504 – CONTINUING POLICY STATEMENT
The Holbrook Public Schools do not discriminate on the basis of race, color, sex, religion, national origin or handicap in its educational activities or employment practices as required by Chapter 622 and Title IX of the 1972 Federal Education Amendments and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 706) and the Americans with Disabilities Act

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HMHS Mission Statement

Here at Holbrook Middle-High School our core values and beliefs are to:

Challenge ourselves,
Aspire to excellence, be
Resilient, and
Engage with others.

To support the belief that all students should be effective problem solvers, clear communicators, and responsible citizens, our 21st century learning expectations are as follows:

Academic Expectations
Students will...

- Read insightfully and critically for a variety of purposes.
- Write effectively for a range of purposes and audiences.
- Solve problems by working independently or collaboratively.
- Communicate confidently and clearly through masterful engagement and exemplary command of subject matter.

Civic Expectations
Students will...

- Understand, exhibit, and promote socially responsible habits of mind that contribute to a positive community.
- Understand, value, and respect cultural differences and diversity.

Social Expectations
Students will...

- Exhibit and uphold tolerance and respect.
- Consistently demonstrate honesty and integrity.
- Use technology in an informed and ethical manner.

HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation Credit Requirements		
Total number of necessary	Years	Credits
Cumulative credits		120
English	4*	20
Mathematics	4**	20
Social Studies	3**	15
Science	3	15
Physical Education	1	5
Language or Business & Computer Technology	2***	10
Senior Capstone & Communications Course	YES	
Financial Literacy	.5	2.5

*The four English courses that satisfy this requirement are exclusive of electives.
**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.
***Specific course requirements include World History II, and US History I & II.
**** Language requirement for students with an individual education plan may be waived with the approval of the IEP team. Students would be required to complete 2 years (4 semesters) of business & technology courses.

Graduation Requirements

1. Meet Competency Determination requirements
2. Pass four (4) years of English
3. Pass four (4) years of Mathematics*
4. Pass three (3) years of Science
5. Pass three (3) years of History
6. Pass two (2) years of Foreign Language or Business & Computer Technology
7. Pass 5.0 credits of Physical Education
8. Demonstrate competency on Senior Capstone Project
9. Pass 2.5 credits of Financial Literacy

COMPETENCY DETERMINATION

In order to receive a diploma from HMHS, all students must meet the competency determination (CD) for coursework, in addition to all local graduation requirements. In order to meet the competency determination required by state law, students in the class of 2025 who did **not** pass the MCAS test prior to November, 2024, must take and pass the following courses:

1. English 9
2. English 10
3. Algebra I or Algebra II
4. Geometry
5. STE (must pass both):
    - Introduction to Physical Science
    - Biology

Transfer students to HMHS who enter after 9th grade will undergo a transcript review by the principal (or designated faculty panel) to determine whether the coursework from the sending school(s) can be applied to the competency determination.

If the review determines that the student has not met the competency determination, alternatives will be offered to provide an opportunity for the student to meet this requirement. Alternatives may include summer school, online coursework, mastery performance exams, or other alternatives deemed suitable by the Principal or designee. Such alternatives may require additional time outside the school day/year.

*This requirement does not apply to students who have earned the competency determination prior to January 2025. **DESE will be providing further guidance for competency determination in 2025/2026.

SENIOR YEAR CAPSTONE COURSE

All Seniors will be required to take the Capstone course. A key focus of this Capstone course is a Senior Capstone Project in which students must demonstrate competency on a research paper/project and presentation. Students may choose their topics; however, selections require the prior approval of capstone advisors. 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.

The Senior Capstone allows students to demonstrate not only what they know, but also what they can do. Students should be able to independently demonstrate an application of the skills they have acquired throughout their high school academic career. Students will be guided through the process of researching, implementing, writing, and presenting their project to a panel of faculty and administrators. Time management, organization, use of technology, and communication skills are needed to successfully meet the minimum requirement.

TRANSCRIPTS, GPA, AND CLASS RANKING

In order to prevent disputes and misunderstandings revolving around the methodology and resulting

determination of Decile Rank for transfer students, and to preserve an element of fairness to students who have spent their whole academic careers at Holbrook Middle-High School, the following guidelines will be followed:

> The Holbrook Middle-High School Class Rank is designed to determine and recognize those students who have achieved the highest levels in the HMHS course of study. It is not realistic to assume that it can reflect with an unassailable level of accuracy student performance demonstrated under a different set of standards in place at other schools. Therefore, only grades earned at Holbrook Middle-High School will be used for the purpose of computing class rank. In order to become a valedictorian or salutatorian, a student must complete the equivalent of a minimum of four semesters of coursework in classes at Holbrook Middle-High School. Class rank is calculated at the end of the school year for students in grades ten, and eleven. Class rank for seniors is calculated at the end of the first semester (for graduation) and again at the end of the year.

Class rank is calculated by converting grades to their corresponding grade points according to the chart below, multiplied by credits attempted for the course. The sum of these weighted grade equivalents is then divided by the total number of credits attempted.

Grade	AP	Honors	General	Basic
100	5.5	5.0	4.5	4.0
99	5.4	4.9	4.4	3.9
98	5.3	4.8	4.3	3.8
97	5.2	4.7	4.2	3.7
96	5.1	4.6	4.1	3.6
95	5.0	4.5	4.0	3.5
94	4.9	4.4	3.9	3.4
93	4.8	4.3	3.8	3.3
92	4.7	4.2	3.7	3.2
91	4.6	4.1	3.6	3.1
90	4.5	4.0	3.5	3.0
89	4.4	3.9	3.4	2.9
88	4.3	3.8	3.3	2.8
87	4.2	3.7	3.2	2.7
86	4.1	3.6	3.1	2.6
85	4.0	3.5	3.0	2.5
84	3.9	3.4	2.9	2.4
83	3.8	3.3	2.8	2.3

Grade	AP	Honors	General	Basic
82	3.7	3.2	2.7	2.2
81	3.6	3.1	2.6	2.1
80	3.5	3.0	2.5	2.0
79	3.4	2.9	2.4	1.9
78	3.3	2.8	2.3	1.8
77	3.2	2.7	2.2	1.7
76	3.1	2.6	2.1	1.6
75	3.0	2.5	2.0	1.5
74	2.9	2.4	1.9	1.4
73	2.8	2.3	1.8	1.3
72	2.7	2.2	1.7	1.2
71	2.6	2.1	1.6	1.1
70	2.5	2.0	1.5	1.0
69	2.4	1.9	1.4	0.9
68	2.3	1.8	1.3	0.8
67	2.2	1.7	1.2	0.7
66	2.1	1.6	1.1	0.6
65	2.0	1.5	1.0	0.5
0-64	0.0	0.0	0.0	0.0

GUIDANCE SERVICES

The Guidance counselors work in collaboration with families, teachers, administrators, adjustment counselors and the community to ensure student success. Each student is assigned a guidance counselor. The Guidance counselors support students' academic and career development. Guidance counselors support students in achieving their academic goals, including course selection, test preparation, and college/career planning. Guidance counselors help students explore career interests, develop job-seeking skills, and prepare for post-secondary education, military, or the workforce. Other counselor duties include:

- obtaining referrals for long-term support
- advocating for students at IEP, 504, and other student-focused meetings (Student Support Team)
- conducting data analysis to identify student issues, needs and challenges
- acting as a systems change agent to improve equity and access, achievement and opportunities for all students

SPECIAL EDUCATION

The Special Education Department offers services ranging from academic support or monitoring to direct instruction, depending upon a student's educational needs as written in the student's Individualized Education Program (IEP). This Chapter 766 program also provides evaluation services which determine eligibility for special education services. The Special Education Department works closely with the regular classroom teachers in order to assist students in maintaining progress in the regular classroom. The ultimate goal of this department is to assist students as they receive instruction in the least restrictive environment possible.

INTRODUCTION TO COURSE SELECTION

The information contained in this Program of Studies is designed to guide students and parents in making important educational decisions for the upcoming school year. All course offerings are dependent on the finalized school budget, and the school reserves the right to delete or amend course offerings based on financial and educational considerations. Some courses are offered every other year to increase enrollment while still providing opportunity.

COURSE SELECTION GUIDELINES

Guidance Counselors work with teachers and students to choose the appropriate number of required, elective, and study courses for each individual student. Online courses, independent studies, internships, and technology-based projects are becoming more a part of 21st century education. These opportunities are available with teacher recommendation and prior approval from the building principal. If approved, guidance counselors, school administration, and faculty will oversee such projects and courses so that they are well structured and furnish student goals for academic progress and mastery of technology.

COURSE REGISTRATION GUIDELINES

Students must earn a passing grade, of at least a 65%, for the year in order to earn course credits towards graduation. In order to be in good standing and advance from one grade level to the next higher grade level, students must earn the following number of credits by the start of:

Grade 10	30 credits minimum
Grade 11	60 credits minimum
Grade 12	90 credits minimum
Graduation	120 credits minimum

1. All students will carry a full schedule of 30 credits each year. Class assignments will be made based on the student's past academic performance, availability in the desired class, and the student's schedule.
2. Courses elected by **less than fifteen students** will generally not be offered. The superintendent and/or school committee may grant approval for any exception.
3. When a student withdraws from a course before the issuance of progress reports for the first time in that class, no record of the course appears on the permanent record card. Students who withdraw after the first progress report will have a WD listed as the final grade on the permanent record card.
4. In the event of schedule or other conflicts, students should discuss the problem with their parents and counselor in order to reach a decision. In all cases the final decision rests with the school principal.
5. Students must achieve a minimum grade of 50% and pass at least one of the four quarters in order to be eligible to earn credits in summer school. A maximum of twenty (20) credits earned in summer school may be applied to the total number of credits required for graduation. A student must have all summer school courses approved by the Guidance Department and Principal prior to registering.
6. Students may not make up more than two (2) required courses (English, Mathematics, U.S. History, Science, etc.) in summer school without the approval of the Principal.

COURSE CHANGES

Allocation of staff, rooms and the number of sections offered of each course are determined by the number of student requests received for a specific course. Students should understand the importance of selecting an appropriate academic schedule that interests and challenges them.

Additionally, course changes present a significant disruption to teaching and learning. That said, students are committed to remain in the courses they request for the entire year, or in the case of semester-based courses, for the entire semester. We do, however, understand that on occasion extenuating circumstances exist that require a course change request to be considered.

A change request made due to poor attendance, tardiness, inadequate class participation, failure to do homework, lack of effort or teacher preference will not be approved.

Once the school year has begun, schedule changes will only be allowed for the following reasons:

- An obvious error in the schedule
- A change because of passing a failed course during summer school or outside of school.

Changes in class schedules are discouraged. However, a request for a change in schedule will be honored if the following circumstances are present:

- Problems created by the cancellation of an offering
- A teacher-initiated level change after the midpoint of the first term. Any action taken must have the approval of the department head and guidance counselor. Parents or guardians will be notified of the change.

Note: Other than those exceptions listed above, no changes will be made in a student's program after three weeks (15 school days) of the beginning of any course.

COURSE LEVELS

Course placements are designed to provide maximum intellectual challenge for each student. The school makes placement decisions on the basis of testing, past academic performance, and departmental approval. Placement assumes that ability will allow success, but normal student effort is also assumed. It is also assumed that students and teachers will anticipate upward movements in level placements based upon intellectual growth over years of schooling. All leveled courses are designed to challenge, promote critical thought, provide opportunities to problem solve, and prepare students for postsecondary education. The professional staff at Holbrook Middle-High School is committed to the concept that all students, upon graduation, will be expected to demonstrate that they can synthesize, organize, and apply knowledge to complex and real life situations and are fully prepared for postsecondary education and/or work. All course levels will contain career and relevant real world connections to the curriculum.

Course levels are designed as follows:

Dual Enrollment: College level courses for which a student earns college credits.

Advanced Placement: As this course ends with an advanced placement examination that can lead to college credit, it will be run with college expectations. Students should anticipate intense pacing and collegiate analysis of the curriculum. Students should be accomplished independent learners who are highly self-motivated to manage our most rigorous homework expectations. Summer work may be required. The fee for an AP exam is determined by the College Board each year. More information can be obtained through your guidance counselor or through www.collegeboard.com.
*See individual course for prerequisite requirements

Honors: Students should anticipate an in-depth and fast paced curriculum with deep analysis and application of the content area standards. Students should be independent learners who are self-motivated to manage more rigorous homework expectations. All students enrolled in dual enrollment classes earn honors level credit.
*See individual course for prerequisite requirements

General (formerly known as CP): Students should anticipate moderate pacing and deep exploration of the curriculum. Students should be motivated to engage a workload that prepares them for post-secondary education. All electives are general courses.

Basic: A course focusing primarily on skills development (Special Education and ESL courses)

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

ATTENDANCE
Poor school attendance often results in poor academic performance and may well cause difficulty in the future. School attendance (absence) is routinely reported on transcripts sent to colleges. Please refer to the Student Handbook for additional details of the Attendance Policy.

PROGRESS REPORTS
Reporting student progress is an ongoing process and may occur at any time through email, written correspondence, parent/guardian conferences or telephone calls. However, school issued student progress reports will be published in Aspen for students and parent(s)/guardian(s) at the middle of each marking period describing student progress. Families also have access to the Aspen Family Portal to monitor student progress.

Parents(s)/Guardian(s) should contact teachers at any time if they have questions about their son's/daughter's progress. The use of e-mail has typically been the easiest method of communication. In addition to contacting teachers, the student's school counselor is a good source for information about program, overall performance, and help in coordinating a group conference.

ACCREDITATION STATEMENT

Holbrook Middle-High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

MIDDLE SCHOOL OFFERINGS

ENGLISH COURSES

6100 ENGLISH - GRADE 6

This course is designed to form the solid foundation necessary for success in Grade 6 and beyond, while cultivating the natural curiosity of our students and fostering a love of learning. Students will develop their language skills by strengthening grammar, vocabulary and oral communication skills. This course involves the careful reading and discussion of major literary genres including poetry, non-fiction, dramatic literature, the short story, and the novel. In reading and literature, students will engage in active reading strategies by previewing, questioning, predicting, and evaluating the text while identifying evidence to support an opinion. Writing skills will be enhanced through the drafting of multi paragraph composition with clear topic development, logical organization, and effective use of detail. Rubrics and scoring guides will be used to aid in the revision of written work and to improve the content of written material.

7100 ENGLISH - GRADE 7

This course is designed to enhance the foundational reading, writing, and critical thinking skills necessary for success in Grade 7 and beyond. Students will hone their reading skills through the application of literary strategies to close readings of exemplar texts in the form of poetry, mythology, non-fiction articles, novels, short stories, and multimedia. Students will practice drawing on prior knowledge and experience to connect with a text and relate it to the world around them. Communication and writing skills will be enhanced through learning and practicing the different strategies used in expository, argumentative, narrative, and poetic writing. Students will organize their thoughts with clear topic development, and the use of the best available evidence and details. Rubrics and editing checklists will be used to aid in the revision of written work and to improve the quality of written material.

7110 ACCELERATED ENGLISH - GRADE 7

Requirements 90 or above in English Grade 6

This course is designed to enhance the foundational reading, writing, and critical thinking skills necessary for honors level success in Grade 7 and beyond. Students will hone their reading skills through the application of literary strategies to close readings of exemplar texts in the form of poetry, mythology, non-fiction articles, novels, short stories, and multimedia. Independent reading will be a requirement for this course. Students will draw on prior knowledge and experience to make inferences and connections with a text and the world around them. Communication and writing skills will be enhanced through expository, argumentative, narrative, and poetic writing as well as academic presentations. Students will organize their thoughts with clear topic development, and the use of the best available evidence and details. In addition to the use of rubrics and editing checklists students will be challenged to expand their sentence variety to aid in improving the quality of their written material. Placement into this pathway will be determined by IXL diagnostic scoring, most recent MCAS scores, end of year common assessment scores, teacher recommendations, and previous year's grades.

8100 ENGLISH - GRADE 8

This course is designed to continue to reinforce and enhance the skills developed through sixth and seventh grade ELA, and also to develop a foundation for students in high school level English classes. Students will read classic and contemporary works, apply reading strategies, continue to develop their skills of literary analysis, and broaden and reinforce their knowledge of literary terms. This course involves the careful reading and discussion of major literary genres including poetry, nonfiction, drama, the short story, and the novel. The use of context clues to identify and define new vocabulary words will be a focus of this course as well.

Graphic organizers, rubrics and editing checklists will be used and writing will be revised throughout the course. Focus will be placed on the utilization of these strategies and other resources/tools that can help develop good writing habits for the students. There will be a focus on sentence structure and grade level vocabulary use. To foster a positive attitude toward learning and to support students as they prepare to enter high school, the course will provide instruction in critical thinking, reading strategies, effective study habits and grammar and vocabulary development.

8110 ACCELERATED ENGLISH - GRADE 8

Requirements 90 or above in Accelerated English Grade 7

While this course is designed to continue to enhance the skills developed through sixth and seventh grade ELA, the main focus is on developing a foundation for students in honors and Advanced Placement level high school classes. Students will read classic and contemporary works, apply reading strategies, continue to develop their skills of literary analysis, and broaden their knowledge of literary terms. This course involves the careful reading and discussion of major literary genres including poetry, nonfiction, drama, the short story, and the novel. Independent reading will be an expectation in this course.

In addition to using graphic organizers, rubrics and editing checklists throughout the year, there will also be a focus on developing sentence variety and structure and varied vocabulary in student writing throughout the year. To foster a positive attitude toward learning and to support students as they prepare to enter high school, the course will provide advanced instruction in critical thinking, reading strategies, and grammar and vocabulary development. Placement into this pathway will be determined by IXL diagnostic scoring, most recent MCAS scores, end of year common assessment scores, teacher recommendations, and previous year's grades.

HISTORY & SOCIAL STUDIES COURSES

6200 ***SOCIAL STUDIES 6 - 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 select early Mesopotamia 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 - 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 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 - 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.

MATHEMATICS COURSES

6300 ***MATHEMATICS – GRADE 6***

The intent of this course is to continue to build on the decimal and fraction operations begun in earlier grades as well as to begin building the foundation for future success in the study of algebra. There are four critical areas of focus in this course: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. The instruction will be rigorous and concentrate on developing particular skills as defined by the Common Core Learning Mathematical Practices and Standards. The quality of work will allow students to gain a deeper understanding of the concepts and become fluent in the application, as well as make connections between the theoretical processes and real world applications. Students will concentrate on the following domains: ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics.

7300 MATHEMATICS – GRADE 7

Mathematics – Grade 7 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

7306 ACCELERATED MATHEMATICS-GRADE 7

Requirements 90 or above in Mathematics Grade 6

This is the first of two courses that compress the standards for three consecutive courses into two years. Students who follow a compacted pathway will be undertaking advanced work at an accelerated pace. In addition to all the 7th grade standards, students in this class will cover 8th grade standards including: Exponents and Scientific Notation, Real numbers, Equations and Inequalities, Transformations, Congruence, and Similarity. Placement into this pathway will be determined by IXL diagnostic scoring, most recent MCAS scores, end of year common assessment scores, teacher recommendations, and previous year's grades.

8300 MATHEMATICS – GRADE 8

Mathematics – Grade 8 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Grades 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

8302 ACCELERATED MATHEMATICS GRADE 8 ALGEBRA 1

Requirements 90 or above in Accelerated Mathematics Grade 7

This is the second course of a two year pathway that compresses the standards for three consecutive courses into two years. Students will cover the remaining 8th grade Massachusetts States Standards including topics from the Geometry, Functions, Statistics and Probability, Expressions and Equations, and Numbers Sense domain. Students who follow a compacted pathway will be undertaking advanced work at an accelerated pace. For the 2023-2024 school year placement into this pathway will be determined by IXL diagnostic scoring, most recent MCAS scores, end of year common assessment scores, teacher recommendations, and previous year's grades.

SCIENCE COURSES

6400 SCIENCE 6

The integration of Earth and space, life, and physical sciences with technology/engineering gives 6th grade students relevant and engaging opportunities to learn about the natural world around them. The relationship between structure and function in the world around them will be the central focus of the course. Students will relate structure and function by analyzing both the macro- and microscopic world. Topics include Earth features and processes, the role of cells and anatomy in supporting living organisms, and properties of materials and waves. Students will use models and provide evidence to support their claims and explanations about structure-function relationships in different STE domains.

7400 SCIENCE 7

Students will focus on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines, since most natural and designed systems and cycles are complex and interactive. They gain experience with plate tectonics, interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. Through grade 7, students begin a process of moving from a more concrete to an abstract perspective, since many of the systems and cycles studied are not directly observable or experienced. This also creates a foundation for exploring cause and effect relationships in more depth in grade 8.

8400 SCIENCE 8

Students will use more robust abstract thinking skills to explain causes of complex phenomena and systems. Many causes are not immediately or physically visible to students. An understanding of cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future events. Topics include causes of seasons and tides; causes of plate tectonics and weather or climate; the role of genetics in reproduction, heredity, and artificial selection; and how atoms and molecules interact to explain the substances that make up the world and how materials change. Being able to analyze phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade 8 students.

EXPLORATORY COURSES
GRADES 6, 7, & 8

STEAM
6620 STEAM 6
7620 STEAM 7
8620 STEAM 8
Science, Technology, Engineering, Art and Math is a hands-on enrichment course designed for middle school students. The engineering design process will be the central focus of the course and students will develop problem solving skills by participating in several challenges. Using inquiry based learning, students will be given a challenge, a list of materials, and will be required to design and complete a project.

GRADE LEVEL SEMINAR
6810 SEMINAR 6
7810 SEMINAR 7
8810 SEMINAR 8
Grade level seminar courses address social emotional learning objectives and executive functioning skills needed to successfully navigate school at the secondary level. Students will learn to identify their emotions, understand their impact on others, and develop strategies for managing their feelings and behaviors. This course will foster empathy, communication, and conflict resolution skills, enabling students to build positive and healthy relationships. Additionally, students will practice planning, organizing, prioritizing tasks and managing time. Students will learn to evaluate situations, consider consequences, and make thoughtful decisions that align with their personal and academic goals. Students will be encouraged to embrace challenges, learn from mistakes, and persevere in the face of difficulties.

ART
6603 ART - GRADE 6
7603 ART - GRADE 7
8603 ART - GRADE 8
Middle school students will be introduced to techniques that will develop their skills with various media and demonstrate different effects that can be achieved through experimentation. Students will learn about color theory and explore and experiment with the use of color in dry and wet media. They will learn how to Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork. They will also explore how color can convey mood and emotion. Students will learn about the elements and principles of art and identify them in the environment and in works of artwork. Students will create artwork from direct observation (still life lessons), create expressive artwork that explores abstraction, and create artwork from memory or imagination. Students will demonstrate an understanding of foreground, middle ground and background in their artwork. Students will learn about various artists.

PHYSICAL EDUCATION
6700 PE - GRADE 6
7700 PE - GRADE 7
8700 PE - GRADE 8
Physical Education is designed to provide a foundation for good health, to encourage maintenance of the body, and to foster the development of positive health care behaviors and habits. Physical activity and fitness focus on individual competence and versatility in movement skills as well as understanding body dynamics and connecting physical activity to lifelong health. Wellness lessons encourage students to

combine activity and fitness for a healthy lifestyle. Topics covered include Motor Skill Development, Fitness, and Personal and Social Competence. Through repeated practice, students acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills and use the principles of training and conditioning to develop the concept of wellness in their lives. Proper dress must be worn at all times when participating in class. Proper dress is sneakers and athletic clothes (sweatpants, shorts, long or short sleeve shirts, sweatshirts)

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MUSIC

8900 MS BAND

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 and interpretation of composers' musical intent. Attendance at all performances is a requirement of this course.

8901 MS CHORUS

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.

GRADE 6 EXPLORATORY COURSES

6650 MYTHOLOGY AND FOLKLORE-GRADE 6

In Mythology and Folklore, students will describe myths related to the creation of the world, the natural elements, and the destruction of the world. Students will identify the main characters of various dynastic dramas, love myths, and epic legends and describe their journeys. Students will trace the evolution of folklore and describe folktales from around the world.

6601 HEALTH & WELLNESS - GRADE 6

The health program is designed to allow students to learn about physical, mental, emotional, community and social health. It builds students' knowledge, skills, and positive attitudes about wellness while motivating students to improve and maintain their health, prevent disease, and reduce risky behaviors. Each student in grade 6 will participate in health education for one quarter of the year. Topics include introductions to self-confidence, SMART Goals, decision making, fitness components, stress, sleep, nutrition, hygiene, and mental health.

GRADE 7 EXPLORATORY COURSES

7613 GAME DEVELOPMENT-GRADE 7

In this course, students will delve into the early history of video games, learn about key influences, the console wars, and the evolution of gaming platforms alongside converging technologies. Students will study game interfaces through a player-centered design approach, assess the significance of audio in game

development, and analyze various roles within the industry. Marketing strategies and current gaming trends will also be key topics, enabling you to assess future directions in the industry.

7601 HEALTH & WELLNESS - GRADE 7

The health program is designed to allow students to continue building off of their prior knowledge in grade 6 to learn about physical, mental, emotional and social health. It builds students' knowledge, skills, and positive attitudes about wellness while motivating students to improve and maintain their health, prevent disease, and reduce risky behaviors. Each student in grade 7 will participate in health education for one quarter of the year. Topics include an extension of 6th grade topics. These include self-confidence, SMART Goals, decision making, fitness components, stress, sleep, nutrition, hygiene, and depression and anxiety.

GRADE 8 EXPLORATORY COURSES

8500 SPANISH I - GRADE 8

This course introduces the Spanish language and its four skill areas: reading, writing, speaking, and listening. Essential grammatical structures and vocabulary are presented and practiced through various types of creative projects. Students will be given opportunities to discover the varying cultures of the Spanish speaking world. By the end of this course, students will be able to speak and understand basic conversational Spanish. Grade 7 English teacher recommendation required.

8601 HEALTH & WELLNESS - GRADE 8

The health program is designed to allow students to learn about physical, mental, emotional, community and social health during their middle school years. In grade we focus on maintaining their health while focusing on reducing risky behaviors and making healthy social choices. Each student in grade 8 will participate in health education for one quarter of the year. Topics include nutrition, physical fitness, heart rates, eating disorders, goal setting, social media, relationships, communication, substance abuse, and the human brain.

8830 DIGITAL CITIZENSHIP - GRADE 8

The course begins with an introduction to digital citizenship. You will also explore topics such as digital etiquette, cyberbullying, and online ethics and laws. As you progress in the course, you will learn about computer hardware and software as well as digital safety and privacy. You will become familiar with how to use and operate the keyboard effectively. Additionally, you will understand how to draft and manage emails. Finally, you will learn about finding life balance in digital media, using social media responsibly, and the digital divide.

ENGLISH AS A SECOND LANGUAGE COURSES

6951 MS ESL IA and IB

Proficiency Levels 1-1.9

ESL IA and IB provide a comprehensive introduction to the English language, covering essential elements like greetings, introductions, basic questions and answers, simple sentence structure, and everyday vocabulary. Students will practice listening comprehension, speaking fluency, foundational reading skills, reading comprehension, basic grammar, and writing basic sentences to build confidence in communicating in English. This course is recommended for newcomer students and students with limited English proficiency.

7953 MS ESL IIA and IIB

Proficiency Levels 2.0-2.9

ESL IIA and IIB is designed to further develop students' proficiency in reading, writing, listening and speaking in English. This course will prepare students for academic reading and writing, including complex texts and producing paragraphs. Students will deepen their understanding of grammar and advanced vocabulary. Students will participate in discussion on more complex topics.

8954 MS ESL IIIA

Proficiency Levels 3.0-3.5

ESL IIIA focuses on developing intermediate level English language skills. This includes advanced vocabulary acquisition and grammar refinement. Students will engage with more challenging reading materials and academic texts. Students will write longer and more structured essays and engage in extended discussions to improve fluency, pronunciation, and appropriate expression in different contexts.

8956 MS ESL IIIB

Proficiency Levels 3.6-4.2

ESL IIIB is an advanced English as a Second Language course focusing on fluency and accuracy in academic reading, writing, speaking and listening skills. This course is designed for students who are nearing English proficiency. Students will refine all language skills.

MIDDLE SCHOOL SPECIAL EDUCATION COURSES

0916 MATH WORKSHOP

Prerequisite: Documented area of need within an Individualized Education Program (IEP). Students are provided with small group explicit instruction to develop mathematical skills including calculation, problem solving, reasoning and application. Students will be given numerous opportunities to practice and develop these skills. Content will include strategies that can be applied to solve a variety of mathematical problems.

0913 READING WORKSHOP

Prerequisite: Documented area of need within an Individualized Education Program (IEP).
Students are provided with small group instruction designed to improve reading skills. This course will utilize evidence based approaches such as Orton Gillingham. Students will receive explicit, intensive instruction designed to improve reading vocabulary, fluency and comprehension of a variety of text.

0972 LIFE SKILLS I

Prerequisite: Documented area of need within an Individualized Education Program (IEP).
The Middle School Life Skills Program is a substantially separate classroom for students with significant intellectual disabilities who require opportunities to develop functional academic skills. This includes skills that they will need in everyday life such as: self-care, functional reading and math, money management, self-advocacy, independence, communication, and others.

8701 ADAPTIVE ART

This class allows students to explore different art styles, techniques, and media while adapting to their individual needs and abilities. It aims to create a supportive and accessible environment where every student can engage in the joy of creating, regardless of physical, sensory, or cognitive challenges.

8900 ADAPTIVE MUSIC

This class aims to provide a supportive and inclusive environment where students with diverse needs can experience and engage with music, regardless of their abilities. This class will prioritize musical exploration, creativity, and skill development, often incorporating movement, rhythm, and sound exploration.

HIGH SCHOOL COURSE OFFERINGS

BUSINESS & COMPUTER TECHNOLOGY DEPARTMENT

0651 STUDENT REPAIR TEAM
GRADES 10-12
2.5 credits
This course is a hands-on study of technology integration, problem solving, and Chromebook repair. Students will be required to assess problems and define the best approach to addressing or solving the problem. In addition, HMHS students will work as part of a technology service and are expected to act professionally as "technology experts" toward other students and staff.

0684 ENTREPRENEURSHIP
GRADES 11-12
2.5 Credits
Prerequisite: Business Fundamentals
The purpose of this course is to help aspiring entrepreneurs understand all that goes into being one, including the mindset and lifestyle. The second half of this semester will largely be spent working on a formal business pitch deck project, where students will identify a problem and provide a solution. The end result will be a 'pitch' to a group of investors (peers) - with the goal of securing capital to help launch a hypothetical business. This course will enable students to develop an entrepreneurial mindset as they learn to be innovative and creative entrepreneurs or prepare for a future in an increasingly competitive job market.

0642 BUSINESS FUNDAMENTALS
GRADE 9
2.5 Credits
Business Fundamentals aims to familiarize students with various aspects of the business world and helps them develop a foundational understanding of core business functions, various economic systems, and the role of government in business. Students will have the opportunity to delve into case studies, engage in hands-on projects, and participate in stimulating class discussions. The goal is to provide an interactive and engaging learning environment that fosters creativity, critical thinking, and collaboration.

0640 INTRODUCTION TO MARKETING
GRADE 10
2.5 Credits
Prerequisite: Business Fundamentals
This course will highlight marketing as an essential function in all types of businesses and organizations. A range of topics will be covered, including: the 4P's, market research, consumer behavior, branding, communications, advertising, selling, and so much more. Students will explore marketing career opportunities, engage in relevant projects focused on surfacing trends in teenage buying, and participate in stimulating class discussions.

0351 FINANCIAL LITERACY
GRADE 12
2.5 Credits
Financial Literacy is a semester-long course that covers essential personal finance topics necessary to become a financially capable student. Topics include behavioral finance, banking, obtaining and managing credit, budgeting, investing, taxes, and other financial topics as time allows. By the end of this course, students will have a thorough understanding of personal finance topics and be better prepared to handle the financial responsibilities that exist in the real world.

0641 ACCOUNTING
GRADES 11-12
2.5 Credits
Prerequisite: Business Fundamentals
Designed to help students understand the basic principles of the accounting cycle. This course provides a comprehensive introduction to basic financial accounting, including analyzing and recording business transactions, preparing and interpreting financial statements, demonstrating generally accepted accounting principles, and performing banking and payroll activities.

VIDEO PRODUCTION DEPARTMENT

0675 VIDEO PRODUCTION I
GRADES 9-12
2.5 Credits
No prerequisite
A beginner's course that will introduce students to the creativity and technology behind the production of film and television. The course is designed to provide students with hands-on learning and historical background in the fields of video, broadcasting, and film production. Through lectures and various skill-building exercises, students will learn techniques in videography, scriptwriting, digital editing, on-air performance, basic audio and publishing media. This is a hands-on course with activities centered on performance and participation. Students who are interested in a career in broadcast production or media communications have opportunities to explore the many jobs involved in those fields. Student projects may include public service announcements, news packages, commercials, news opens, and music videos. Topics such as research, advertising, marketing, and the history of television will also be included. Students will be required to develop, produce and present their work to the school and community via H-CAM 12/38. **After school time will be needed to complete some projects.**

0676 VIDEO PRODUCTION II
GRADES 9-12
2.5 Credits
Prerequisite: Successful completion of Video Production I with a grade of 75 or higher
An intermediate level course designed to further develop skills taught in Video Production I, with a focus on producing programming for distribution to the Holbrook's Educational Access television station, Code Blue News , the HMHS's Media outlet. The course will be split into two main focuses:

- DOCUMENTARY TV & FILM - Emphasis will be on the production of documentary television and creative filmmaking. Students will develop skills in acting, cinematography and editing. The importance of aesthetics, film theory and methods of criticism will be stressed throughout the course and, to this end, a variety of films and videos will be screened and discussed. Students will write, produce, direct and edit PSA's, commercials, music videos, promotional videos and short films more.
- BROADCAST/ SPORTS JOURNALISM - Emphasis will be on live and sports journalism . Students will develop skills in hosting, anchoring and reporting, and in both studio and field production. Students will write, produce, direct, and edit broadcast television, online stories and sports television packages. Students will also learn how to create a "live to tape" studio production.

After school time will be needed to complete many projects.

0677 - VIDEO PRODUCTION III -
0683 - VIDEO PRODUCTION III HONORS-
GRADES 9-12
5 Credits
Prerequisite: Successful completion of Video Production II with a grade of 80 or higher or teacher recommendation. Students in Video Production III should be serious about a career and college major related to communications. . Students will be required to assist in producing the weekly news show "Code

Blue Now" to be shown throughout the school every Friday. This is a deadline driven, cooperative, multi-disciplinary learning environment where students brainstorm and create informative, engaging segments for episodes of our news broadcast. Aside from being viewed in school weekly, student work will be distributed Holbrook Community Access and Media's educational channel (Comcast 6/Verizon 39) as well as the CBN YouTube page and website Students will receive news assignments that will require investigative research, storytelling script writing, organization, and interviewing skills learned in Video Production I and/or II. Students may also shift to longer-format and more sophisticated field production, including multiple-camera remote shoots, learning more in depth knowledge of audio and video studio production and operation. This class may also allow students to create PSA's, promotional videos and other video not made for CBN. Students will be expected to engage in using advanced video production techniques throughout the year.
Students will be required to assist in the covering and production of school and town events outside of class time, out of class time project work is required for successful completion of this course.

0678 VIDEO PRODUCTION IV
0680 VIDEO PRODUCTION IV HONORS
GRADES 9-12
5 Credits
Prerequisite: Successful completion of Video Production III with a grade of 80 or higher or Teacher recommendation.
This course incorporates all the elements of VP III. Students in this class will become the senior leadership of Code Blue News. The course covers higher level critical and problem solving skills with an emphasis in digital production, managing a production team, delegating staff/crew responsibilities, directing, post production and product marketing as well as creating a digital portfolio for college submission. Student will need to write, produce, direct, shoot and edit their own packages, oversee underclassmen packages and will be required to work with at least one client to produce a commercial, PSA or other video project (ex. Promo videos for clubs, teams and class. Informational videos for administration etc.) to client specifications and within a client timeline.
Students will be expected to engage in using advanced video production techniques.
Students will be required to assist in the covering and production of school and town events outside of class time. Out of class time project work is required for successful completion of this course.

0681 VIDEO PRODUCTION V
GRADES 9-12
5 Credits
Prerequisite: Successful completion of Video Production III or IV with a grade of 80 or higher and Teacher Recommendation.
An advanced level independent study course designed to further develop skills in video production, with a focus on producing programming for distribution. Students will utilize this class to continue to build a portfolio of work for admission to a media based college program.

With the consultation and recommendation of the instructor, students will choose projects from the following tracks:

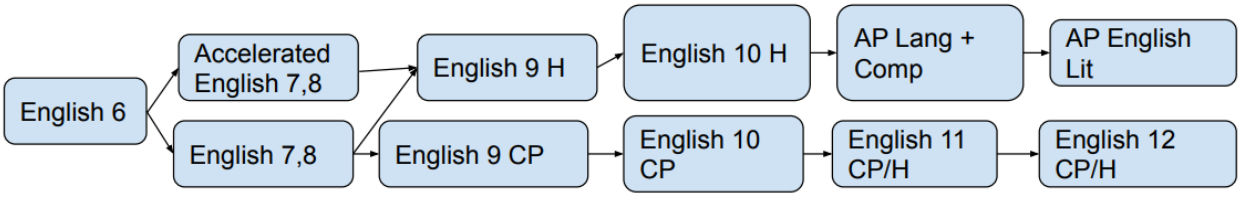
- DOCUMENTARY TV & FILM TRACK Emphasis will be on the production of documentary television and creative filmmaking. Students will develop skills in acting, anchoring and reporting, and will write, produce, direct and edit PSA's, commercials, and short films.

- SPORTS MEDIA TRACK Emphasis will be on sports media production and reporting. Students will develop skills in anchoring and reporting, and in both remote truck and field production. Students will write, produce, direct, and edit sports television packages.
- STUDIO & LIVE TELEVISION TRACK Emphasis will be on live studio production and digital production. Students will develop skills in hosting, anchoring, and reporting, and will write, produce, direct and edit broadcast television packages.

ENGLISH DEPARTMENT

English classes are designed to foster clear thinking, thoughtful discussion, respectful collaboration, active listening and the improvement of student writing and reading. Each course provides opportunities for students to work with language – as readers, writers and thinkers. Summer Reading opportunities will be provided for all students in all English classes.

COURSE OFFERING PATHWAY



Graduation Requirement:

All students must pass English 9, 10, 11 and 12. Students who fail English 9 or 10 must master the course material prior to entering the next course in the sequence. All students in their senior year take the Capstone course in which each student must complete a *Senior Capstone Project.*

English courses are offered at two levels in the freshman and sophomore years. At the eleventh and twelfth grades, an Advanced Placement course is also offered. All students enrolled in AP courses must take the AP Exam in May[1].

Honors classes require certain academic strengths and habits of mind. Honors level students are expected to complete a heavy course load that includes, but is not limited to: independent reading, extensive writing and in depth class discussions. Students should demonstrate clear enjoyment of the written language as evidenced through a love of reading and writing; the student should be able to read challenging texts independently and write carefully considered essays with limited teacher direction. Students need to be able to reason abstractly and think symbolically, take responsibility for their learning, and appreciate their important role as members of a learning community.

ENGLISH GRADE 9
0101 English 9 General
0100 English 9 Honors (*Requires 90 or above in English 8 or 80 or above in accelerated English 8)*
5 Credits
This course is designed to provide a foundation for success in the entire high school English program. To develop this foundation, students read classic and contemporary works, apply reading strategies, develop skills of literary analysis, and broaden their knowledge of literary terms. This course involves the careful

[1] College Board determines annual fees and are subject to change

reading and discussion of major literary genres including poetry, nonfiction, drama, the short story, and the novel. Some of the core works covered in the course are Laurie Halse Anderson's *Speak*, Eli Wiesel's *Night*, William Shakespeare's *Romeo and Juliet*, Sue Monk Kidd's *The Secret Life of Bees*, Jason Reynolds' *Long way Down*, and John Steinbeck's *Of Mice and Men*. Students finish out the year completing an Independent Reading Project where they will demonstrate the reading and writing skills learned throughout the year. Students compose literary analyses and expository essays with a clear focus, logically related ideas and supporting details, such as textual evidence, to uphold their arguments. In writing, students work to develop a strong voice and to integrate literary elements such as figurative language, characterization, and narrative structure. Students will use their knowledge of the standard conventions of the English language to revise and edit their work. Students will be encouraged to become active participants in the classroom through student centered discussions and oral presentations. To foster a positive attitude toward learning and to support students as they assume responsibility for their progress, the course will provide instruction in critical thinking, reading strategies, effective study habits as well as vocabulary development.

Students who elect to study at the Honors level should expect a highly rigorous and faster paced workload in comparison to College Prep, 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 10
0111 English 10 General
0110 English 10 Honors (*Requirements 90 or above in English 9 or 80 and above in English 9 Honors)*

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. Through their readings students track the year's theme of Legality and Morality. 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. Students continue to work on building vocabulary, using technology effectively within the classroom, 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, a closer scrutiny of their writing, and a pre-AP focused unit of study. Honors level students should be comfortable moving from concrete to abstract thinking both in literature and in their own writing.

ENGLISH GRADE 11
0121 English 11 General
0120 English 11 Honors (*Requires 90 or above in English 10 or 80 and above in English 10 Honors)*

5 Credits
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*, Angie Thomas' *The Hate U Give* and other

independent reading works. These will be supplemented by various short stories, poems, and essays. During this course, students will write a rigorous research essay based on an independent reading assignment and research on a social issue explored in that work. Students will write argumentative 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 junior curriculum includes a college preparedness final unit in which they will complete their resumes and write their college application essay.

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 11
0123 Advanced Placement (AP) English Language and Composition
5 Credits
Prerequisite: Recommendation of sophomore year English teacher and completion of the AP Language and Composition summer assignment is required **(no exceptions)** . AP students are required to take the fee based College Board's National Advanced Placement Language and Composition exam in May.

AP Language and Composition is intended for juniors who have demonstrated aptitude in composition and literary analysis and are ready to engage in college level study of more sophisticated writing and effective rhetoric. The course will emphasize an awareness of purpose and audience, the requirements for effective arguments, the elements of style, and the proper use of language. Although students will read some full length novels such as *The Great Gatsby* by F. Scott Fitzgerald, and other independent readings, the course will mostly consist of reading essays, speeches, and other arguments. Through close analysis of these texts, students will be expected to read deeply, write analytically and argumentatively, and frequently participate in debates. Students are expected to complete weekly writing assignments as well as multiple independent reading assignments and enrich their vocabulary in preparation for the PSAT and SAT exams.

ENGLISH GRADE 12
0131 English 12 General
0130 English 12 Honors (*Requires 90 or above in English 11 or 80 and above in English 11 Honors)*

5 Credits
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: *The Glass Castle* by Jeannette Walls and Tim O'Brien's *The Things They Carried*.

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
5 Credits
Prerequisite: Recommendation of junior year English teacher and completion of the AP Literature and Composition summer assignment is required **(no exceptions)**. AP students are required to take the fee based College Board's National Advanced Placement Language and Composition exam in May.

AP Literature and Composition engages students in the careful reading and close textual analysis of complex, sophisticated, and imaginative literature. By reading fully and deliberately and by noting how meaning is embedded in literary form, students are given the tools to strengthen their knowledge of literary analysis and to foster a deep appreciation of literature. The writing in this course challenges the student to argue ideas clearly, precisely, and elegantly in essays of critical analysis. The assignments will be predominantly analytical and will require students to demonstrate close reading of a text. Some works studied may include: Mary Shelley's *Frankenstein*, Joseph Heller's *Catch-22*, William Shakespeare's *Macbeth*, Arthur Miller's *Death of a Salesman*, and Chinua Achebe's *Things Fall Apart* among many more.

0918 ENGLISH WORKSHOP-Basic
5 Credits
Prerequisite: Documented area of need within an Individualized Education Program (IEP). Students are provided with small group instruction to develop reading, writing and language skills. Targeted areas will include vocabulary, grammar, essay development and utilizing reading strategies to enhance comprehension. Focus will be placed on an integrated model of literacy to develop reading, writing, speaking and listening skills that will help students better prepare for college and/or career.

0685 CAPSTONE - GRADE 12
Required of all Seniors - General
5 Credits
**** Upon matriculation, students who complete enrollment requirements with Quincy College and take and earn a grade of 73 or better will earn 3 college credits through Quincy College.*
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 4 major components: 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.

HIGH SCHOOL ENGLISH ELECTIVE COURSE OFFERINGS

Elective courses are offered to students starting in their freshman year of high school. These are courses outside of the required curriculum that the student can choose to take. These courses are designed to let students explore their interests or take a class that will introduce them to an entirely new, challenging topic. All course offerings are dependent on enrollment numbers. Some courses may be offered every other year in an effort to provide a greater variety of courses to students over a four year period.

0155 FILM STUDIES
2.5 Credits
Semester course- Grades 11 & 12 Only
This seminar-style course is designed to offer students a look at the director-as-author by introducing students to a series of directors and watching a representative selection of their body of work. Students will be given an overview of various epochs in filmmaking and film criticism. Students will learn the basic "language" of film. In addition to viewing films, students will read and react to critical analysis of individual films and of film movements. While the selection may change from semester to semester, a typical selection of directors studied may include: Alfred Hitchcock, Orson Welles, John Huston, John Ford, David Lean, Sergio Leone, Clint Eastwood, Steven Spielberg, Christopher Nolan, and Wes Anderson. Students will be expected to keep extensive journals and regular attendance is of the *utmost* importance.

ENGLISH LANGUAGE LEARNERS

0951 ESL IA and 1B- Basic
5 Credits
Proficiency Levels 1-1.9
ESL IA and IB provide a comprehensive introduction to the English language, covering essential elements like greetings, introductions, basic questions and answers, simple sentence structure, and everyday vocabulary. Students will practice listening comprehension, speaking fluency, foundational reading skills, reading comprehension, basic grammar, and writing basic sentences to build confidence in communicating in English. This course is recommended for newcomer students and students with limited English proficiency.

0953 ESL IIA and IIB -Basic
5 Credits
Proficiency Levels 2.0-2.9
ESL IIA and IIB is designed to further develop students' proficiency in reading, writing, listening and speaking in English. This course will prepare students for academic reading and writing, including complex texts and producing paragraphs. Students will deepen their understanding of grammar and advanced vocabulary. Students will participate in discussion on more complex topics.

0954 ESL IIIA - Basic
5 Credits
Proficiency Levels 3.0-3.5
ESL IIIA focuses on developing intermediate level English language skills. This includes advanced vocabulary acquisition and grammar refinement. Students will engage with more challenging reading materials and academic texts. Students will write longer and more structured essays and engage in extended discussions to improve fluency, pronunciation, and appropriate expression in different contexts.

0955 ESL IIIB- Basic
5 Credits
Proficiency Levels 3.6-4.2
ESL IIIB is an advanced English as a Second Language course focusing on fluency and accuracy in academic reading, writing, speaking and listening skills. This course is designed for students who are nearing English proficiency. Students will refine all language skills.

FINE ARTS DEPARTMENT

The Fine Arts Department of Holbrook Middle-High School seeks to explore the creative and expressive processes that are fundamental to the Arts and to broaden students' thinking about communication and culture.

0800 INTRODUCTION TO ART
GRADES: 9 – 12
5 Credits
Students concentrate on the basic skills of painting and drawing, in both the traditional and digital platforms. Students will develop a working knowledge of art terms, the Elements and Principles of Design, digital literacy, introduction to a variety of artists and art history as it relates to projects. The use of color in figurative and abstract studies will be explored in both two-dimensional and three-dimensional work.

0802 ART II
GRADES: 10 – 12
Prerequisite: Introduction to Art
5 Credits
This class advances the use of various materials in drawing, painting, and three-dimensional work. Many different styles and techniques are explored and reproduced. Art history is included with every project introduced. It affords the opportunity for the average or advanced student to further refine their art.

0804 STUDIO ART - FY
0805 STUDIO ART - SEMESTER
GRADES: 11 – 12
Prerequisite: Art II (minimum grade 80)
2.5 Credits / 5 Credits
This course involves the use of traditional art materials for assigned projects as well as the development of a personal style. Students are encouraged to be creative in their approach to particular projects and to initiate projects showcasing their individual skills. Some art history is introduced as it relates to projects.

0821 ART PORTFOLIO - FY
0822 ART PORTFOLIO - SEMESTER
GRADES: 11 – 12
Prerequisite: Approval of the art teacher
2.5 Credits / 5 Credits
This course is designed for the highly motivated student interested in the serious study of art. Flexibility and individual study are encouraged as much as possible using a wide variety of materials. Drawing, painting, and three-dimensional work are included in the program. Independence, competence, and autonomy in the art making process are the major objectives for students preparing for admission to college. Some art history is introduced as it relates to projects. Students build a portfolio over the course of the year .

0840 CERAMICS
GRADES: 9 – 12
2.5 Credits
This is an introductory studio class for students who wish to explore the art of Ceramics. Emphasis will be placed on the design elements: line, shape, texture, form, space, value, and color. Students will explore and demonstrate their knowledge of hand-building techniques: pinch, coil and slabs. Functional as well as sculptural applications will be explored. Glazing techniques will be introduced. There will also be an introduction to traditional and historical ceramic arts incorporated into the studio experiences as well as an introduction to throwing on the wheel.

0841 LINE, COLOR AND DESIGN
5 credits
**** Upon matriculation, students who complete enrollment requirements with Quincy College and take and earn a grade of 73 or better will earn 3 college credits through Quincy College.*
This course explores the principles underlying effective design. Students study the dynamics of line, shape, color, texture, and pattern by experimenting with black and white and colored media.

0851 BAND
GRADES 9-12
5 Credits
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.

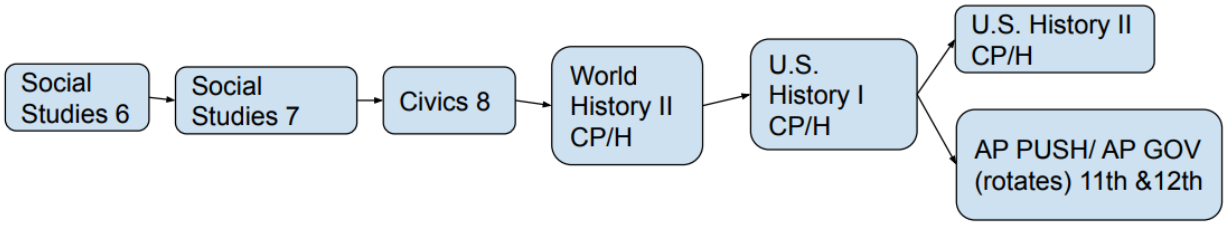
0853 CHORUS
GRADES 9-12
5 Credits
Chorus is a course that is open to all students with no audition requirements. Students will focus on the development of vocal technique, music literacy, sight singing, expressive tone production, developing ensemble skills, and working together to rehearse and perform 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.

0870 MUSIC IN FILM
GRADES 9-12
2.5 Credits
In this course, students will explore the crucial role of music in shaping cinematic narratives. Students will examine different functions of music in film (e.g., setting the mood, foreshadowing events, reinforcing themes) and various musical styles and genres used in film (e.g., orchestral scores, electronic music, pop songs). Students will learn the work of prominent film composers and their techniques, and the impact of music on the audience's emotional and intellectual experience.

HISTORY & SOCIAL SCIENCE DEPARTMENT

Understanding the interrelationship of the past, present and future in a rapidly changing world is the essence of social studies. To encourage effective participation in a society based on the free exchange of ideas, our courses foster critical thinking skills for analyzing information and making informed decisions. As Americans, an understanding of our democratic heritage with its complex political, economic and social systems is essential for effective citizenship. We are also citizens of the world who must become aware of the connections, historical and contemporary, between America and other nations. Finally, our courses strive to promote respect for individual and cultural differences in order to increase our understanding of ourselves.

COURSE OFFERING PATHWAY



WORLD HISTORY II
0211 General
0210 Honors *Requires teacher recommendation*

GRADE 9
5 Credits
World History explores the economic and political roots of the modern world, the causes and consequences of the great military and economic events, and the rise of nationalism and the continuing persistence of political, ethnic, and religious conflicts around the world. Students taking the second part of World History will analyze the causes, events, and the results of the French Revolution; the Industrial Revolution and its consequences; political reform in the 19th century in Western Europe and the United States; and imperialism and nationalism in Africa, Asia and South America. 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.

UNITED STATES HISTORY I

0215 US HISTORY I Honors

Prerequisite: Successful completion of World History II Honors 80 or above or World History II CP 90 or above and teacher recommendation.

0216 US HISTORY I General

GRADE 10

5 Credits

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.

UNITED STATES HISTORY II

0220 US HISTORY II Honors

Prerequisite: Successful completion of US History I H 80 or above or US History I CP 90 or above and teacher recommendation.

0221 US HISTORY II General

GRADE 11

5 Credits

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.

0223 ADVANCED PLACEMENT UNITED STATES HISTORY (offered odd years)

GRADE 11-12

5 Credits

Prerequisite: Teacher Recommendation and Summer Reading Project are required **(no exceptions)**. AP students are required to take the fee based College Board's National Advanced Placement exam in May.

The Advanced Placement program in American History is for the highly motivated student and designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

0240 ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (offered even years)
GRADES 11-12
5 Credits
Prerequisite: Teacher Recommendation and Summer Reading Project are required **(no exceptions)**. AP students are required to take the fee based College Board's National Advanced Placement exam in May.

The course in Advanced Placement United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. Government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. The following are discussion topics that will be explored in the course; constitutional underpinnings of United States Government, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, and civil rights and civil liberties.

SOCIAL STUDIES ELECTIVES

0250 CRIMINAL JUSTICE AND THE LAW
GRADES 11-12
2.5 Credits
This course is a study of the basics and philosophy of the criminal justice system. Topics include the definition of crime, crime scene investigation, the nature and impact of crime, an overview of the criminal justice system, law enforcement, court system, prosecution and defense, trial process, and corrections. The students will play active roles in several mock trials and simulations during the course.

0251 PSYCHOLOGY
GRADES 11-12
2.5 Credits
This course is designed to examine the role psychology plays in students' daily lives. Students will uncover a variety of issues relating to thoughts, feelings and actions. Different viewpoints of human behavior will be explored in order to help students acquire an understanding of personality and adjustment. Areas of study will include: Social Psychology, Personality , Human Growth & Development, Learning, Intelligence, and Psychological disorders.

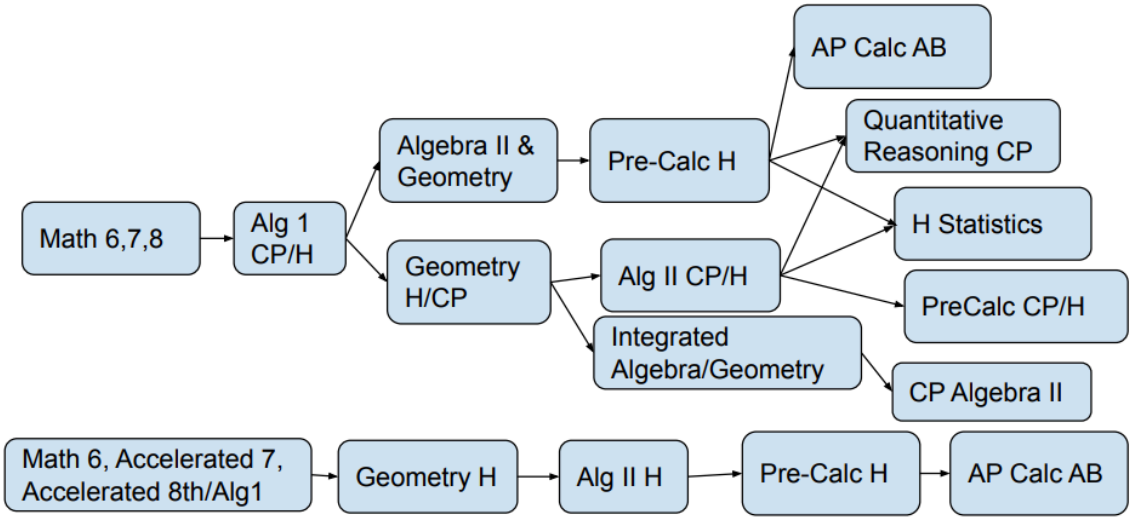
MATHEMATICS DEPARTMENT

The goal of the mathematics program in Holbrook is to teach mathematics for understanding and appreciation. To achieve this goal, we employ the following mathematical processes: problem solving, reasoning and proof, oral and written communication, connections within the discipline/across the disciplines/to the real world, and the use of multiple representations.

The mathematics department expects all students to purchase a scientific calculator for mathematics courses. Students in courses beyond Geometry should have their own graphing calculator for use in their mathematics classes. Although we can provide some for use in the classroom, we expect each student to have his or her own personal graphing calculator for use at home and on critical tests. It is important to note that the graphing calculator is permitted for use on the MCAS, PSAT, SAT, SAT II, AP, and ACT exams. The TI-84, TI-83 Silver Edition or TI-83+ will be sufficient. High school teachers will use these models during classroom instruction.

High school mathematics courses are offered as either College Preparatory (CP) or Honors (H). CP courses are courses based on the 2017 Massachusetts Mathematics Frameworks and are aimed to prepare a student for college or career options. Honors courses are based on the same high school frameworks, but are more in-depth, faster paced, challenging and expect students to be more focused, self-disciplined, and prepared specifically for 4-year colleges or universities. Advanced Placement courses are courses utilizing college materials, college assessment methods, and nationally mandated curriculum to prepare students for the AP exam in May.

COURSE OFFERING PATHWAY



ALGEBRA I

0304 Honors

Prerequisites: *90 or greater in 8th Grade Mathematics, teacher recommendation, and principal approval*

0311 General

5 Credits

Prerequisites: *For CP, successful completion of 8th Grade Mathematics*

Algebra I formalizes and extends the mathematics students learned in the middle grades. In Algebra I, instructional time will focus on four critical areas: (1) deepening and extending understanding of linear and exponential relationships; (2) contrasting linear and exponential relationships with each other and engaging in methods for analyzing, solving, and using quadratic functions; (3) extending the laws of exponents to square and cube roots; and (4) applying linear models to data that exhibit a linear trend. Absolute value and step functions will also be presented for study. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY

0312 Honors

Prerequisites: *at least proficient on Grade 8 Mathematics MCAS, teacher recommendation and principal approval.*

0313 General

Prerequisites: *For General, successful completion of Algebra I*

5 Credits

Geometry formalizes and extends students' geometric experiences from the middle grades. In this high school Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Six critical areas comprise the *Geometry* course: (1) Congruence (2) Similarity, Right Triangles, and Trigonometry (3) Circles (4) Expressing Geometric Properties with Equations (5) Geometric Measurement and Dimension (6) Modeling with Geometry. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

ALGEBRA II

0315 Honors

Prerequisites: *90 or greater in Algebra I H or 95 or greater in Algebra I, teacher recommendation and principal approval.*

0314 General

Prerequisites: *For General, successful completion of Algebra I*

5 Credits

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Algebra II will focus on four critical areas: (1) relating the arithmetic of rational expressions to the arithmetic of rational numbers; (2) expanding understandings of functions and graphing to include trigonometric functions; (3) synthesizing and generalizing functions and extending understanding of exponential functions to logarithmic functions; and (4) relating data display and summary statistics to probability and explore a variety of data collection methods. Students will work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations,

including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

PRE-CALCULUS
0317- *Honors*
Prerequisites: *90 or greater in Algebra II H, teacher recommendation and principal approval.*
0316 *PRE-CALCULUS - General*
Prerequisites: *For General, successful completion of Algebra II*
5 Credits
Pre-Calculus combines coursework in Trigonometry and advanced mathematical topics to prepare students for AP Calculus or other mathematics courses at the college level. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential, logarithmic, rational, and trigonometric functions, and to conic sections and higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

0325 STATISTICS - Honors
Prerequisites: *85 or greater in Algebra II H and teacher recommendation, or 90 or greater in Algebra II CP, teacher recommendation and principal approval.*
5 Credits
A general statistics course, which includes understanding data, measures of central tendency, measures of variation, binomial distributions, normal distributions, correlation and regression probability and sampling distributions, Central Limit Theorem, confidence intervals, estimates of population parameters and hypothesis testing. Interpretation and data analysis are emphasized. Use of technology will regularly be incorporated into the course.*** *Upon matriculation, students who complete enrollment requirements with Quincy College and take and earn a grade of 73 or better will earn 3 college credits through Quincy College***.**

0341 CALCULUS AB, ADVANCED PLACEMENT
AP Calculus (AB)
5 Credits
Prerequisites: *90 or greater in Pre-Calculus or 90 or greater in Algebra II H AND teacher recommendation are required (no exceptions).* AP students are required to take the fee based College Board's National Advanced Placement exam in May.
Calculus AB, Advanced Placement is a course based on content established by the College Board. *Calculus AB* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: functions, graphs, and limits; derivatives; and integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

https://apcentral.collegeboard.org/pdf/ap-calculus-ab-and-bc-course-and-exam-description.pdf

0916 MATH WORKSHOP-Basic
5 Credits
Prerequisite: Documented area of need within an Individualized Education Program (IEP). Students are provided with small group explicit instruction to develop mathematical skills including calculation, problem solving, reasoning, and application. Students will have the opportunity to develop academic skills needed to provide a solid foundation for future math courses and progress toward grade-level Mathematics.

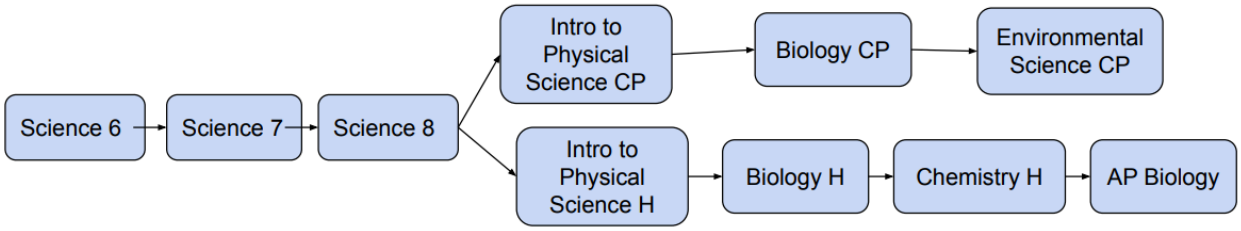
SCIENCE DEPARTMENT

The goal of the science department at HMHS is to support all students in attaining scientific literacy – "the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity." To graduate from HMHS, students must take three years of science. Two of these years must include physical science and biology. After taking biology, students may take chemistry, or a science elective. The Science department offers college placement (CP) and honors (H) level courses in grades 9, 10 & 11. Advanced Placement (AP) courses are offered only in the 11th and 12th grades. All Science courses offered at HMHS involve lab work, analytical thinking and scientific writing.

Students will take the Introductory Physics Massachusetts Comprehensive Assessment System (MCAS) science test near the end of the 9th grade. Passing is required to meet state and local graduation requirements. If a student does not pass the Introductory Physics MCAS after 9th grade, but has passed the physical science course, he or she will move on to Biology and take the Biology MCAS at the end of the 10th grade

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COURSE OFFERING PATHWAY



0423 *INTRODUCTION TO PHYSICAL SCIENCE* - Honors
GRADE 9
5 Credits
Prerequisite: *90 or greater in 8th Grade Science, teacher recommendation and principal approval.*
This is an honors level course for ninth grade students with a strong interest and ability in science and mathematics. The course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigations, students will apply physical laws in order to become aware of the strong relationship between science and technology and between the process and product of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. Students will be prepared to successfully complete the Introductory Physics MCAS test.

0424 ***INTRODUCTION TO PHYSICAL SCIENCE***
GRADE 9
5 Credits
This course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigations, students will apply physical laws in order to become aware of the strong partnership between science and technology and between the process and product of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. This course includes a wide variety of laboratory demonstrations and activities. Students will be prepared to successfully complete the Introductory Physics MCAS test.

0403 BIOLOGY- Honors
GRADE 10
5 Credits
Prerequisite: *95 or greater in Intro to Physical Science or 90 or greater in Intro to Physical Science H, teacher recommendation and principal approval.*
Students in Honors Biology encounter the principles of biology through scientific inquiry and laboratory investigation. The course encompasses the molecular, cellular, organismal, and ecological aspects of the living world. Topics include the chemistry of living systems, cell growth and the association between cellular structure and function, photosynthesis and cellular respiration, classical and modern genetics, biodiversity and evolution, human organ systems, and the relationships between organisms in the environment. Methods used by the great scientists of the time are reviewed to help establish inductive and deductive applications in a laboratory environment. Students will complete laboratory exercises, some of which require formal laboratory reports, and students will research and do a project on a topic in modern biology each quarter.

0404 BIOLOGY **- General**
GRADE 10
5 Credits
This course emphasizes the molecular, cellular, organismal and ecological aspects of the living world. Special emphasis is placed on characteristics or organisms, evolution of life, principles of heredity, molecular genetics, and the dynamics of ecosystems. Students complete laboratory exercises some of which require formal lab reports. Reading and writing assignments will include articles from science journals and magazines,

0405 CHEMISTRY - Honors
GRADES 11 and 12
5 Credits
Prerequisite: *90 or greater in H Biology or 95 or greater in CP Biology, teacher recommendation and principal approval*
This course is designed for students with a strong interest in science and who demonstrate a high level of mathematical competency. The course covers, in detail, a broad range of topics and is thus geared toward the highly motivated student who can manage the pace and academic rigor of the course. Honors Chemistry is a laboratory and writing intensive course. Students who take this course will be prepared for introductory college chemistry and for the SAT II subject matter test in chemistry.

SCIENCE DEPARTMENT ELECTIVE OFFERINGS

0450 ADVANCED PLACEMENT BIOLOGY
GRADE 12
5 Credits
Prerequisite: *Grade of 90 or greater in Biology Honors, Chemistry Honors and teacher recommendation is required* ***(no exceptions).***
AP students are required to take the fee based College Board's National Advanced Placement exam in May. Completion of summer work is mandatory.
This course is designed to prepare students for the AP Biology exam focused on evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The course is designed to offer an introductory college science experience and meet the requirements of the College Board. The College Board has approved curricula and college textbooks for these courses. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
https://apcentral.collegeboard.org/pdf/ap-biology-course-overview.pdf?course=ap-biology

0428 SMALL ENGINE REPAIR
GRADES 11 and 12
Half year course 2.5 Credits- General
This course offers an intensive study of the operation, maintenance, and repair of small gasoline engines. Instructional topics include principles of operation of internal combustion engines, repair and service procedures, disassembly, overhaul, and reassembly. Instruction may also include the operation of two-cycle and four-cycle engines commonly found on lawn mowers, garden tractors, snow blowers, rotary tillers, chainsaws, and other equipment. Additionally, this course incorporates classroom and laboratory activities.

0435 ENVIRONMENTAL SCIENCE HONORS
GRADES 11 and 12
5 Credits
Prerequisite: 90 or greater in H Biology or 95 or greater in CP Biology, teacher recommendation and principal approval.
**** Upon matriculation, students who complete enrollment requirements with Quincy College and take and earn a grade of 73 or better will earn 3 college credits through Quincy College***.**

Environmental Science Honors is designed to provide the highly motivated student with a thorough knowledge of the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The curriculum includes topics such as: an introduction to earth processes, ecology, populations, land, air and water quality and pollution, climate change, biodiversity and endangered species, mineral and energy resources, our health and our future, and the legal aspects of conservation. This course moves at a faster pace than Environmental Science CP course and covers greater depth of information, requiring students to have excellent work habits and independent study skills.

0432 ENVIRONMENTAL SCIENCE CP
GRADES 11-12- General
5 Credits
Environmental Science CP is designed to provide the student with a broad knowledge of the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The curriculum includes topics such as: an introduction to earth processes, ecology, populations, land, air and water quality and pollution, climate change, biodiversity and endangered species, mineral and energy resources, our health and our future, and the legal aspects of conservation.

0415 Introduction to Marine Biology
GRADES 11-12- General
5 Credits
Lecture and laboratory explorations of oceanography and marine biology/ecology. Topics include: history of the ocean and oceanography, seawater, sediments, ocean currents, waves, tides, shorelines and shoreline processes, marine environment, plankton, marine fish, seashore life, the intertidal zone, seashore birds; marine mammals.

SPECIAL EDUCATION DEPARTMENT

0972 LIFE SKILLS II-Basic

Prerequisite: Documented area of need within an Individualized Education Program (IEP).
The High School Life Skills Program is a substantially separate program for students with significant learning needs. Students in this program learn academic skills, daily living skills, vocational skills, communication skills and social skills to prepare for life after high school. Students will attend community-based activities in order to practice and apply learned skills in a real world setting.

WORLD LANGUAGE DEPARTMENT

All students should be exposed to another language and culture before graduating from high school. Two years of sequential language study will be necessary for sufficient exposure and learning to occur. Successful completion of two sequential years of language study are required in order to receive a high school diploma. Neither curriculum programs nor credits from outside sources or institutions will be accepted for partial fulfillment of the language sequence (except credits from students transferring from approved accredited high schools). Students selecting honors and AP courses, especially in grades 11 and 12, will need to take special care in choosing their annual academic programs in order to avoid the conflicts that sometimes make the scheduling of such courses difficult. Students on an IEP or 504 may be waived from this graduation requirement with parental notification of such a request, in writing, to the building principal.

0500 SPANISH I - General
GRADES 9-12
5 Credits
This course introduces the Spanish language and its four skill areas: reading, writing, speaking, and listening. Essential grammatical structures and vocabulary are presented. Cultural, historical, and traditional aspects of Spanish-speaking countries will be highlighted.

0515 SPANISH II - Honors
Prerequisite: *90 or higher in Spanish I, teacher recommendation and principal approval.*
0501 SPANISH II - General
GRADES 9-12
5 Credits
Prerequisite: Successful completion of Spanish I, Teacher recommendation into Honors
Spanish II continues the work of Spanish I, ensuring that students acquire a basic competency in all four language skills. Students entering Spanish II must demonstrate an ability to converse briefly on a variety of topics in Spanish. Progressive acquisition of speaking, reading, and writing skills are stressed with more emphasis on oral skills in higher-level classes. Students are expected to understand essential grammatical structures and vocabulary, as well as demonstrate the ability to write a paragraph in Spanish incorporating skills such as exchanging opinions, and expressing feelings and emotions. Cultural, historical, and traditional aspects of Spanish-speaking countries will be further highlighted.

0502 SPANISH III - Honors
Prerequisite: *90 or higher in Spanish II H, teacher recommendation and principal approval.*
GRADES 10-12
5 Credits
Prerequisite: Successful completion of Spanish II; Students must demonstrate an ability to speak, read, write and understand various topics in Spanish. They must be able to deal with such topics as expressing emotions, obtaining information, exchanging opinions and making suggestions, all of which will be done in the present, past and future tenses.

Students will continue the formal study of grammar, continue to practice reading for comprehension, and further develop writing skills. This course will be conducted largely in Spanish. Supplementary videos for listening comprehension are presented throughout the year. The students will further their knowledge of the customs and culture of Spanish-speaking countries.

WELLNESS DEPARTMENT

According to Massachusetts State Law, all students must enroll in Physical Education each year. Students may only take one semester of Physical Education per year. Students are required to attend and participate in all physical education classes unless excused for medical reasons documented by a physician or parent and with the approval of the principal or physical education instructor. The physical education instructor will honor a written parental excuse for only one class period. A written parental excuse for absences, not exceeding two weeks' classes, must be approved by the administration before the student reports to physical education class. This must be done before school in the morning. The approved note must then be presented to the instructor when the student reports to class. A medical excuse signed by a physician is required for all excused absences exceeding two weeks' classes. It must be presented to the school nurse and signed before being presented to the physical education instructor.

Proper dress must be worn at all times when participating in class. Proper dress is sneakers and athletic clothes (sweatpants, shorts, long or short sleeve shirts, sweatshirts).

Students are responsible for their own valuables: money, rings, watches, etc. Students should be sure that valuables are locked in the instructor's office before class.

0750 PHYSICAL EDUCATION
GRADES 9-12
2.5 Credits/Semester
Physical Education is designed to provide a foundation for good health, to encourage maintenance of the body, and to foster the development of positive health care behaviors and habits. Physical activity and fitness focus on individual competence and versatility in movement skills as well as understanding body dynamics and connecting physical activity to lifelong health. Wellness lessons encourage students to combine activity and fitness for a healthy lifestyle. Topics covered include Motor Skill Development, Fitness, and Personal and Social Competence. Through repeated practice, students acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills and use the principles of training and conditioning to develop the concept of wellness in their lives.

8750 ADAPTIVE PHYSICAL EDUCATION
GRADES 9-12
2.5 Credits
Adaptive Physical Education is a modified program of developmental activities, games, sports, and rhythms designed to provide students with disabilities the opportunity to develop a passion for physical activity, muscular strength, and endurance within the limits of the individual's abilities. The skills taught will depend on the individual abilities of each student and medical advice.

EARLY COLLEGE INITIATIVE

What is Early College?
The Early College High School Model is a program that allows students to take college-level courses and earn college credit while still in high school.

Holbrook Middle-High School has partnered with Quincy College to provide our students a Concurrent Enrollment Program for Senior Capstone, Environmental Science Honors, Statistics Honors and Line Color and Design. The purpose of the Concurrent Enrollment Program is to provide early college opportunities to HMHS students in which our students earn college credit for classes completed at HMHS. Preference for enrollment and college credit to the Line, Color and Design course will be given to seniors. Students must earn a grade of 73 or better to earn college credit.

OTHER COURSE OPPORTUNITIES

0703 TEACHER AIDE
Prerequisite: Approval of Principal
Teacher aides will work side by side with a teacher in the classroom to learn skills in certain subjects and to gain insight into the world of teaching. Teacher aides will assist teachers in administering lessons and help students who may be having difficulties. All teacher's aides must be referred to the guidance office by the overseeing teacher. Students must be in good standing in the areas of academics, attendance and conduct.

0734 WORK STUDY
Prerequisite: Approval of Principal
Students who receive credits for work study must prove employment by submitting pay stubs as requested by the guidance office. Students must also sign a contract with their guidance counselor, the principal, and their caretaker. This contract outlines certain criteria that must be followed to remain eligible for work study credits. Students must be in good standing in the areas of academics, attendance, and conduct.